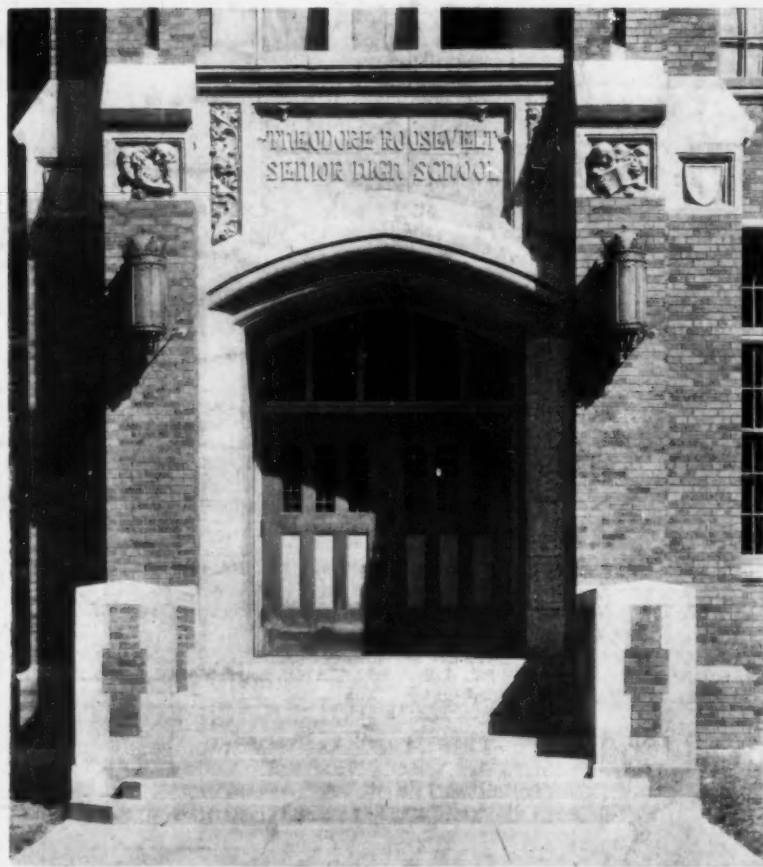


The NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF
RESEARCH TO THE BUILDING, EQUIPMENT
AND ADMINISTRATION OF SCHOOLS

VOL. I
No. 2

FEBRUARY
1928



Published by THE NATION'S SCHOOLS PUBLISHING Co., Chicago

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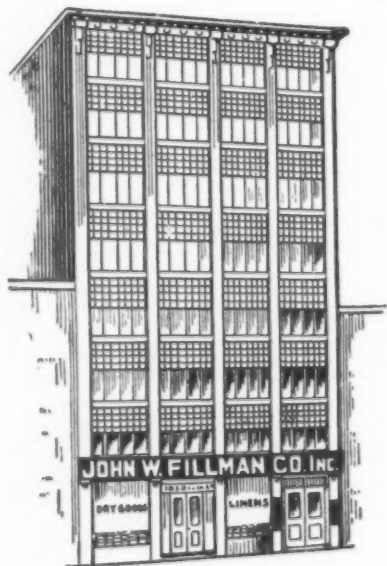
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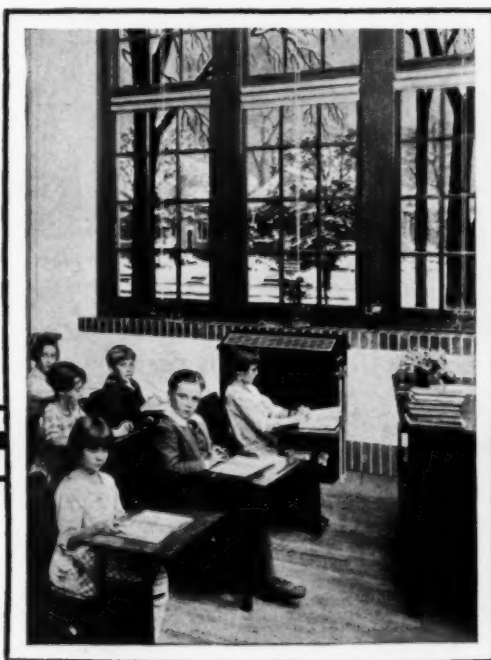
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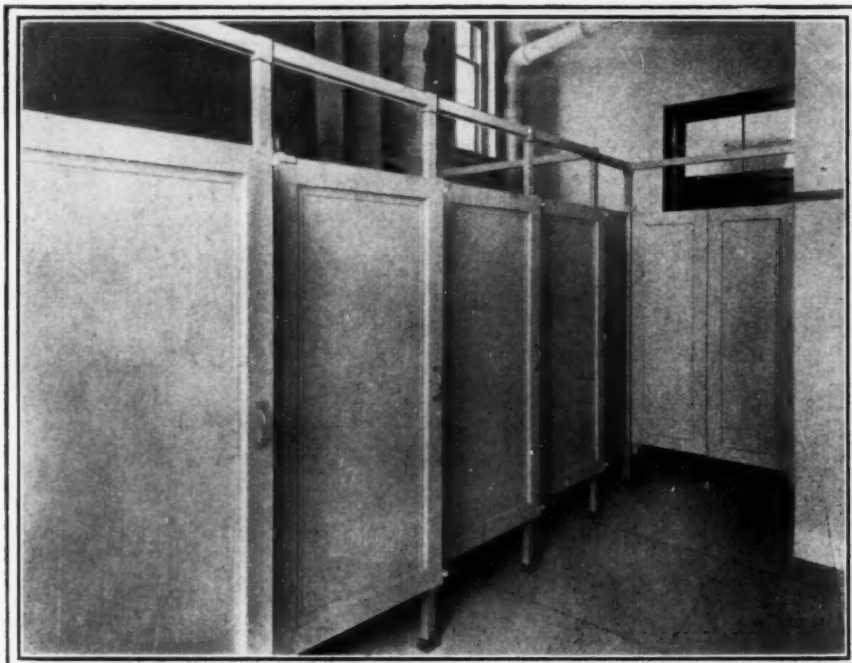
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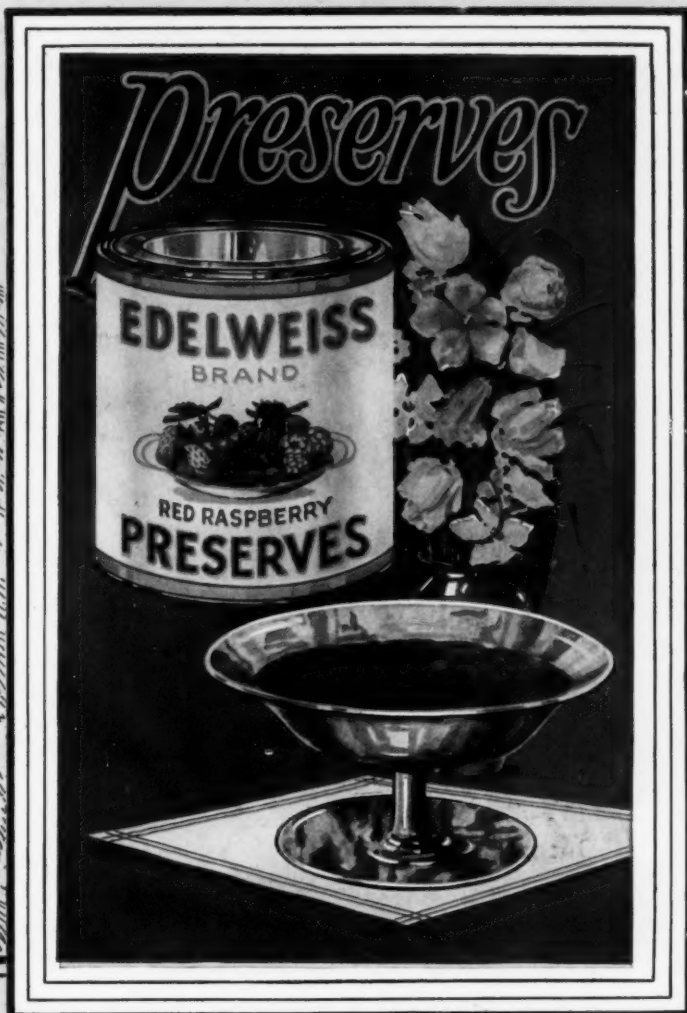
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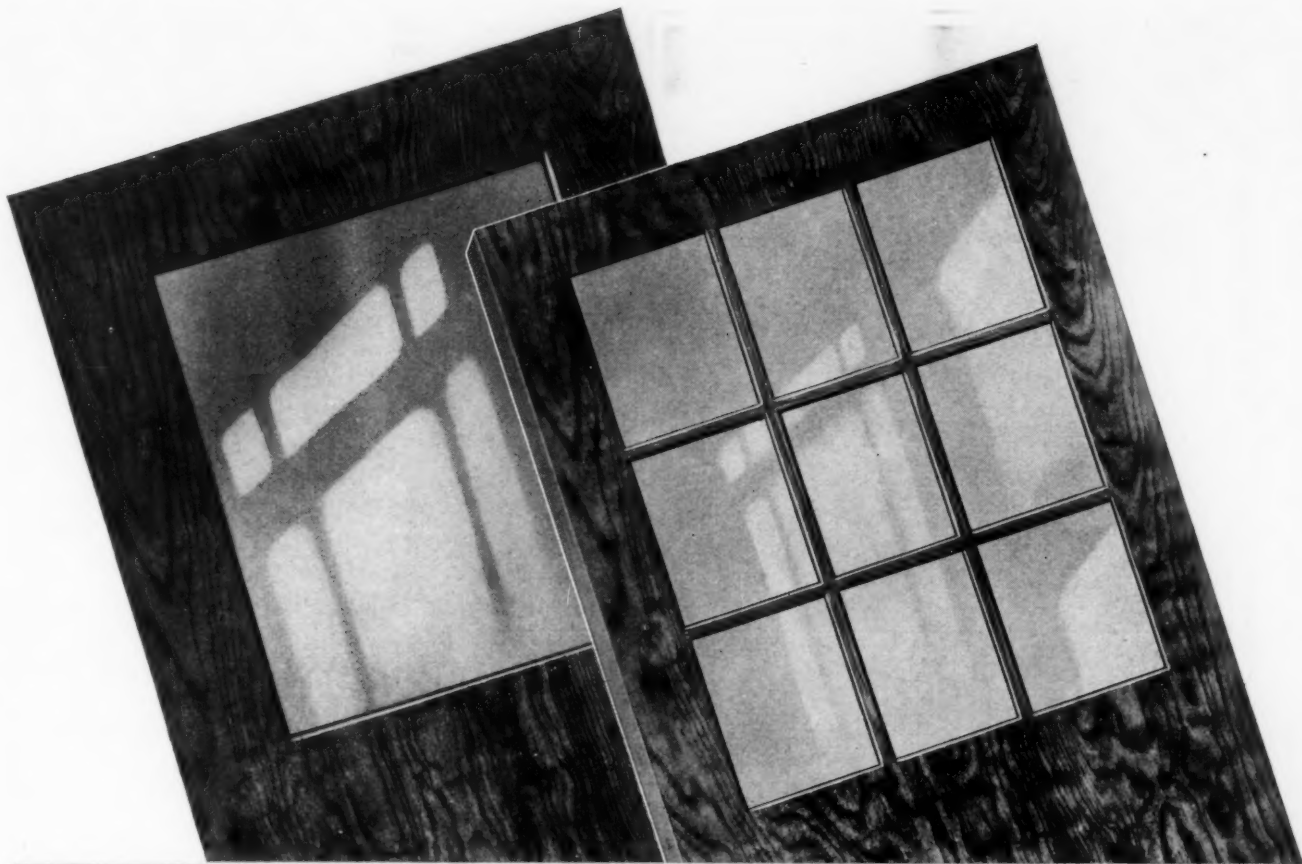


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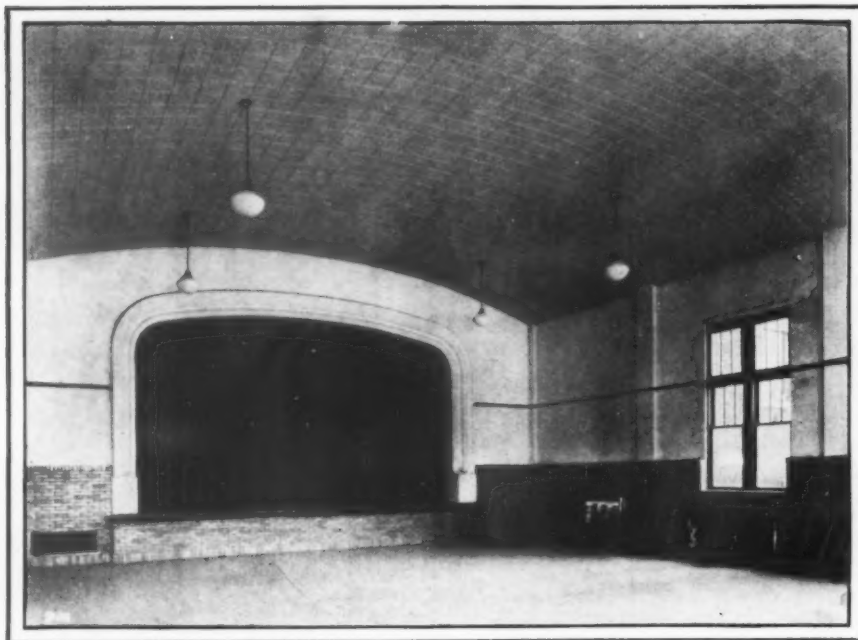
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OF COURSE WE'RE DELIGHTED, and grateful. What with the good wishes of our many friends, letters of commendation from officials high in school administration, hearty congratulations from our advertisers, and a feeling generally of sincere welcome to the field of school administration, we have embarked most auspiciously upon a career that we hope will be helpful to all. Like the man in the public office we must now live up to the standard that our friends and well wishers expect of us, for it is only by constant improvement that we can hope to keep up with the procession of school progress. Times change and publications must change with them without sacrifice of dignity and integrity. Indeed, the progressive publisher gains in stature by every worthy improvement and he is ever considering his readers and is guided by their best interests. A magazine worthy of the school field is more than a private business—it is a public institution with unusual responsibilities and its success depends upon the confidence which is inspired through its work.

We have been physically examined by those qualified and they tell us that by maintaining our present mode of living, by keeping our ideas young, that by the daily exercising of modern thought, by a careful attention to our vision, and by partaking only of the best and most nutritious articles we should live to a vigorous old age and be a credit to friends and neighbors.

* * *

The thing that we like most about any magazine is the article in which our own problems are discussed. New ideas, of course, are very fine and always welcome, but closer to our hearts are those little troublesome questions that seem to have a habit of coming up at just about the time we are ready to fall into a well-earned sleep at the end of a particularly strenuous day. We want our everyday

problems solved and usually we appreciate any suggestion that will help us. If we can get advice from someone who has faced the same problem our life is made considerably pleasanter and our minds are usually left clear for the formulation of plans and the germination of ideas.

The editors have talked the matter over and they have decided that they could contribute to the betterment of school administrators in no better way than by the inclusion of a discussion of these problems in *The NATION'S SCHOOLS*. So starting with this issue and on page 81 they are presenting "Your Everyday Problems" as a new and permanent department of the magazine. They respectfully present it for your approval.

* * *

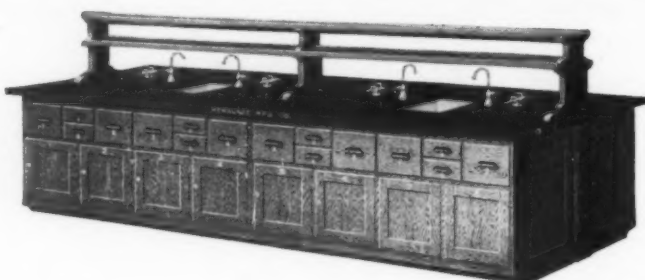
Back in the days before the Civil War, the art of advertising was indeed crude but exceedingly straight-forward. The writer of this article remembers looking into old newspaper files of 1859 for his father's drug store advertisement and finding it down the middle of the front page to the full column length. It was a strange mixture as "cough syrups and drops," then the name of the proprietor; "slippery elm," "lozenges," then again the proprietor's name; "drugs and sundries," and again the proprietor's name, and so on through the entire column.

It's all quite changed today. This was emphasized on page 110 of the January issue. The advertisers whose announcements are appearing in this magazine are astute enough to present each month constructive thoughts that make their copy as valuable as the text. They have learned that full value is expected and is as essential in their advertisements as in the products themselves. They recognize the school administrator is an intelligent purchaser who must be convinced as to the worth of each product in which he is interested.

The NATION'S SCHOOLS

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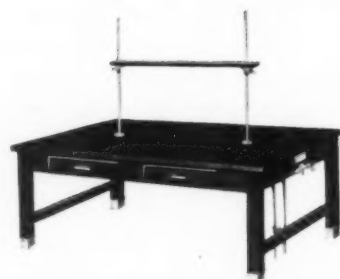
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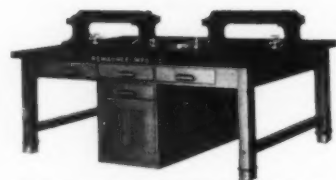
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The NATION'S SCHOOLS

DEVOTED TO THE APPLICATION OF RESEARCH TO
THE BUILDING, EQUIPMENT AND ADMINISTRATION OF SCHOOLS

VOLUME I

FEBRUARY, 1928

NUMBER 2

The Principals in Rural School Organization

*The problem of control and the administrative
functions of a local school principal as differenti-
ated from those of the county superintendent*

BY J. E. BUTTERWORTH, PROFESSOR OF EDUCATION, CORNELL UNIVERSITY

IF WE study current practice in educational control among our various states we can hardly escape the judgment that this control is in a state of flux. New York State leaves to each of its ten thousand local districts (including about 8,500 having but one teacher) the selection of textbooks. Kentucky, on the other hand, sets up a State Textbook Commission with authority to select the texts for all school districts (rural and urban), to make contracts with publishers as to price and quantity, and to enter suit where contracts are violated. A teacher in Kentucky who uses a text other than the one prescribed may be fined \$25.00. This, combined with the requirement that state adoptions are to be for a ten-year period and that not more than twenty per cent of the texts may be changed at any biennial meeting, suggests the difficulties Kentucky school people have in getting a flexible curriculum.

What Principle Should Guide Us?

It is doubtful whether either extreme—New York or Kentucky—in textbook control can be defended in the light of our present-day educational ideals, but as yet we apparently do not know just what principles should guide us in the distribution of functions on such an important problem of control among state, county, and community units.

This paper deals with a problem of control that

touches largely the county and the community; the administrative functions that the principal of a local school should exercise, and those that should be granted the county superintendent. There are at least three conditions that have an important effect on this problem and, therefore, need statement before it can be properly determined.

Three Important Conditions

(1) What either of these officers should do will depend upon the division of duties made between the board of education, on the one hand, and the principal and the superintendent on the other. We shall assume that the commonly accepted principle here is generally followed; namely, that the board shall assume policy-approving functions, leaving to its professional executive and his assistants the functions of policy-execution and generally those of policy-planning.

(2) The authority delegated to localities by the state in regard to textbooks in New York obviously creates a very different problem of control for district superintendents¹ and principals than does the situation in Kentucky. In view of the varied practices in state and local responsibility, the lack of unanimity of judgment on the part of administrative thinkers as to what the state ought

¹ The officer in New York comparable to the country superintendent of other states.

to do, and the difficulty of stating even tentative principles briefly, we are constrained to confine our attention here to those matters of control actually given in a particular state to other than state officers, whether or not that division of control seems altogether sound.

(3) The type of school organization is of significance. Where the so-called district system prevails, most matters of control are left to the locality, so that the principal and his board together are likely (depending upon the law or the custom of the state) to select teachers and textbooks, determine the school budget, set up the curriculum, and the like. On the other hand, in the so-called county-unit states¹, the county superintendent, and the county board of education perform many of these and other functions. We are, in this paper, considering the situation in one of the county-unit states—Virginia.

Our problem may then be stated in this way: What light can now be thrown upon the proper administrative functions of the local school principal (village, township, consolidated, community, etc.) in a state having a considerable degree of control vested in the county? The question is stated in this form because it must be frankly admitted that as yet we cannot give an authoritative answer—we can only “throw light” upon it.

Virginia is selected because the writer recently had occasion to face these problems in connection with the school survey just completed in that state and because some of the data involved in our problems are available.

Who Performs the Duties?

Table I presents the information given by 346 principals², in the counties of Virginia, in schools of four or more teachers, as to whether a particular function is performed by the principal alone, by the county superintendent alone, or by the two together. The returns are tabulated according to the size of the school and according to whether it has elementary grades only or both elementary and high-school grades.

The county superintendent retains, in most cases, independent responsibility in determining the teacher's salary and in preparing the budget for the school. The principal, has, in most cases, independent authority in controlling pupils in cases of ordinary discipline, and in dealing

with community groups and with patrons. In assigning teachers to their particular work in the school, in selecting equipment, in controlling pupils in cases involving suspension or expulsion, and in supervision, the allocation of responsibility shows no clear tendency. In some cases the principal performs the duty alone, in some the county superintendent does so alone, while in many the two co-operate in dealing with the problems involved.

Varying Practices of Nomination

Take the duty of nominating teachers. What factors probably influence the authority of the principal under such a school organization as Virginia now has? (1) The varying practices shown in Table I are undoubtedly due in part to differences in the philosophy of control held by the various county superintendents. Some frankly say that they believe that the nomination of the teacher is their own function. Others say that, since the principal is responsible for what goes on in his school, he should have an influential voice in determining his staff. The writer recalls one superintendent in particular who was very punctilious, when a school was visited, in reporting to the principal and in asking permission to visit certain classes. Asked why he did so, he replied that he was trying to make his principals realize that they were the responsible heads of their schools.

(2) Data in Table I show also that, though there are some exceptions, as a rule, the frequency with which a particular responsibility is assumed by the principal increases with the size of the school. In schools having both elementary and high-school grades, the percentages in which teachers are nominated by the county superintendent alone is ninety-six per cent in those with four or five teachers, fifty-six per cent in those with six to ten teachers, 43.6 per cent in those with eleven to fifteen teachers, and forty per cent in those with sixteen or more teachers. This is probably due not so much to mere size of school as it is to certain factors that often accompany size. In general, as will be shown later, the larger schools have principals who are more mature (at least so far as this is shown by age), have been in the position longer, have had more experience, a longer period of training, more training in certain professional subjects, and are given more time for administrative work.

(3) In all probability the mixed situation in control is also due in part to the recency in the change in organization in Virginia. Up to 1922 the magisterial district (comparable to the township) was the unit of local control, so that prin-

¹ For a statement of the difficulties in classification on the basis of control with a grouping according to present laws, see *Principles of Rural School Administration*, J. E. Butterworth, The Macmillan Company, pp. 101-108 and 357-363.

² This is approximately one-half of such positions in the state. The returns were distributed as follows: Thirty-four in schools of four or five teachers having elementary grades only; twenty-one, of six or more teachers having elementary grades only; fifty-one, of four or five teachers having both elementary and high-school grades; 153, of six to ten teachers; fifty-eight, of eleven to fifteen teachers; and twenty-nine, of sixteen or more teachers.

cipals holding over from the former situation are rather likely to retain certain functions because they have once possessed them.

In trying to establish the proper division of duties between county superintendent and prin-

cipal it is first necessary to determine upon a point of view in attacking this problem. Shall we have as our general principle, or philosophy, that as many duties as possible should be performed by the superintendent? Or, shall we tend

TABLE I—DATA¹ SHOWING FREQUENCY WITH WHICH CERTAIN DUTIES ARE PERFORMED BY THE PRINCIPAL ALONE, BY THE SUPERINTENDENT ALONE, AND BY THE TWO TOGETHER. (October, 1927).

	Percentage performed by				Percentage performed by		
	Principal	Division Supt.	Principal and Supt.		Principal	Division Supt.	Principal and Supt.
a. Nominating teachers:							
1. Elementary grades:				(b) 6-10 teachers	59.8	9.2	31.0
(a) 4-5 teachers	3.0	54.6	42.4	(c) 11-15 teachers	45.0	19.0	36.0
(b) 6 or more teachers. . .	0.0	47.6	52.4	(d) 16 or more teachers	42.0	19.3	38.7
2. Elementary and high-school grades:				f. Controlling pupils in cases of ordinary discipline:			
(a) 4-5 teachers	0.0	96.0	4.0	1. Elementary grades:			
(b) 6-10 teachers	2.8	56.0	41.2	(a) 4-5 teachers	94.0	0.0	6.0
(c) 11-15 teachers	1.8	43.6	54.6	(b) 6 or more teachers.	100.0	0.0	0.0
(d) 16 or more teachers	9.6	40.0	50.4	2. Elementary and high-school grades:			
b. Assigning teachers to particular work in the school:				(a) 4-5 teachers	100.0	0.0	0.0
1. Elementary grades:				(b) 6-10 teachers	98.6	0.0	1.4
(a) 4-5 teachers	15.1	36.4	48.5	(c) 11-15 teachers	100.0	0.0	0.0
(b) 6 or more teachers. . .	25.0	16.7	58.3	(d) 16 or more teachers.	100.0	0.0	0.0
2. Elementary and high-school grades:				g. Controlling pupils in cases involving suspension or expulsion:			
(a) 4-5 teachers	16.0	60.0	24.0	1. Elementary grades:			
(b) 6-10 teachers	39.0	23.0	38.0	(a) 4-5 teachers	3.0	12.1	84.9
(c) 11-15 teachers	30.0	33.9	36.1	(b) 6 or more teachers. .	4.5	22.5	73.0
(d) 16 or more teachers	48.2	10.3	41.5	2. Elementary and high-school grades:			
c. Determining teacher's salary:				(a) 4-5 teachers	32.0	14.0	54.0
1. Elementary grades:				(b) 6-10 teachers	21.8	8.5	69.7
(a) 4-5 teachers	0.0	100.0	0.0	(c) 11-15 teachers	24.5	9.8	65.7
(b) 6 or more teachers	0.0	100.0	0.0	(d) 16 or more teachers	40.6	15.6	43.8
2. Elementary and high-school grades:				h. Dealing with community groups and with patrons:			
(a) 4-5 teachers	0.0	100.0	0.0	1. Elementary grades:			
(b) 6-10 teachers	0.0	97.7	2.3	(a) 4-5 teachers	81.2	3.0	15.8
(c) 11-15 teachers	1.8	94.7	3.5	(b) 6 or more teachers. .	86.3	9.0	4.7
(d) 16 or more teachers	0.0	88.0	12.0	2. Elementary and high-school grades:			
d. Preparing the budget for the school:				(a) 4-5 teachers	80.0	2.0	18.0
1. Elementary grades:				(b) 6-10 teachers	75.0	2.6	22.4
(a) 4-5 teachers	3.5	93.0	3.5	(c) 11-15 teachers	67.8	5.0	27.2
(b) 6 or more teachers. . .	5.5	89.0	5.5	(d) 16 or more teachers	53.1	9.3	37.6
2. Elementary and high-school grades:				i. Supervision of instruction:			
(a) 4-5 teachers	0.0	93.5	6.5	1. Elementary grades:			
(b) 6-10 teachers	5.1	90.0	4.9	(a) 4-5 teachers	27.2	18.3	54.5
(c) 11-15 teachers	1.7	94.8	3.5	(b) or more teachers..	41.6	4.0	54.4
(d) 16 or more teachers	0.0	85.2	14.8	2. Elementary and high-school grades:			
e. Selecting equipment:				(a) 4-5 teachers	52.9	11.7	35.4
1. Elementary grades:				(b) 6-10 teachers	54.1	5.8	40.1
(a) 4-5 teachers	20.0	26.0	54.0	(c) 11-15 teachers	47.5	6.5	46.0
(b) 6 or more teachers. . .	39.2	26.0	34.8	(d) 16 or more teachers	56.2	3.0	40.8
2. Elementary and high-school grades.							
(a) 4-5 teachers	62.0	20.0	18.0				

1. These data were secured through an inquiry blank sent to principals. Accordingly, they should be considered as approximately correct rather than as absolutely so.

toward the one that duties should be placed as near to the local school as they can be performed with acceptable efficiency? It is true that there are several terms involved in these two principles not readily definable in exact terms, yet we may, and must, make some evaluation of them for clarification.

Five Main Arguments

In favor of the first principle are the arguments that concentration of administrative responsibility allows for a higher degree of specialization and favors a greater uniformity in policies and procedures. Five main arguments may be presented in favor of the second principle. (1) It may be said that the principal is able, because of his intimate knowledge of the many facts involved, to pass more intelligent judgment on what should be done on many questions than is the county superintendent. He, in all probability, knows more about the financial needs of his school than does the superintendent, knows better what equipment the school requires, and what are the strong and weak points of his teachers. (2) Unless the strong principal is given considerable responsibility in planning the work of his school and in directing its activities, he will seek another position where more initiative is possible. To allow this officer an opportunity to grow professionally is not only good administrative sense but in accord with our prevailing philosophy of education. (3) When administration is largely from outside, the community is more likely to be conscious of its limited freedom in action and may resent what would otherwise be accepted as a matter of course. This is much more likely to be true in a county than in a city school organization. In the city there is one cohesive unit; in the county each community is such a unit. (4) The more the county superintendent can be relieved of the many details in administering a particular school, the more time he has for analyzing the needs of his county, planning programs of im-

provement, and educating the citizen body to the meaning of a modern education. Unless he gets beyond the details of administration he cannot hope to be a constructive leader. (5) The writer is of the judgment that it would be easier to secure a redistribution of control between local district and county, much needed in most of our states, if citizens and local school officers were assured that every effort would be taken to safeguard, to a reasonable degree, local freedom of action.

Suppose we favor the principle that control should be placed as near the school as it can be performed with reasonable efficiency. We then have to pass judgment upon whether or not certain duties can probably be so performed by the principal. Among the factors that should be taken into account in this supposition are the following:

1. Is there need for a uniform policy or procedure throughout the country? If conditions demand a minimum salary or a minimum standard of training for teachers above the state level, or a uniform contract with drivers of transportation vehicles, the functions of the principal will thereby be limited. Presumably, the policy will be planned by the superintendent in conference with his principals and approved by the county board of education. The principals may then be allowed to deal with many of the details, subject, of course, to a loyal application of those policies.

Allocating Responsibilities

2. Can the superintendent's office deal with certain problems with greater economy of time and money without danger of ignoring the peculiar needs of individual schools? The ordering of standard supplies and equipment, the printing of basic record blanks and forms not furnished by the state, the payment of bills, and securing data regarding prospective teachers are illustrations of duties of this type. But neither economy of money nor ease of administration should be

TABLE II—PRINCIPALS AND COUNTY SUPERINTENDENTS IN VIRGINIA (1927) COMPARED AS TO AGE, YEARS IN PRESENT POSITION, AND TOTAL EXPERIENCE IN THIS TYPE OF POSITION.

Principal of	Age		Years in present position		Experience in this type of position	
	Median	Middle 50%	Median	Middle 50%	Median	Middle 50%
1. Elementary grades						
a. 4-5 teachers	32	28-38	2.5	1.7- 4.3	3.8	2.4- 6.5
b. 6 or more teachers	42	29-49	3.7	2.8- 6.5	5.3	3.0- 9.6
2. Elementary and high school-grades						
a. 4-5 teachers	26	23-33	2.0	0.4- 2.8	2.0	0.8- 4.5
b. 6-10 teachers	30	26-35	2.7	1.7- 4.6	4.6	2.4- 8.4
c. 11-15 teachers	33	29-39	2.9	2.6- 5.3	6.9	3.2-10.4
d. 16 or more teachers ...	34	31-39	3.7	1.9- 4.5	6.6	4.8- 9.6
County superintendent	42	36-54	8.5	4.3-13.1	9.0	5.0-13.3

TABLE III—PRINCIPALS AND COUNTY SUPERINTENDENTS IN VIRGINIA (1927) COMPARED AS TO LENGTH OF TRAINING, NUMBER OF SEMESTER HOURS OF TRAINING IN SCHOOL ADMINISTRATION, AND PERCENTAGE OF SCHOOL DAY DEVOTED TO TEACHING

Principal of	Length of training ¹		Semester hours in school administration		Percentage of school day devoted to teaching	
	Median	Middle 50%	Median	Middle 50%	Median	Middle 50%
1. Elementary grades						
a. 4-5 teachers	2.3	1.5-2.8	1.6	0.8- 3.4	81	71-88
b. 6 or more teachers ...	2.4	1.5-3.2	2.6	1.2- 5.0	68	62-76
2. Elementary and high school-grades						
a. 4-5 teachers	3.5	2.6-4.5	1.6	0.8- 3.0	77	64-85
b. 6-10 teachers	4.5	4.0-4.9	4.6	1.8- 7.2	54	46-65
c. 11-15 teachers	4.6	4.3-5.0	6.6	2.8-13.4	35	27-48
d. 16 or more teachers ..	4.9	4.3-5.6	6.8	2.0- 9.0	22	15-34
County superintendent	4.6	3.9-5.3	7.8	6.5-10.6	2	2

¹ Above high-school graduation. In Virginia this usually means the completion of the eleventh grade only.
² The county superintendent naturally does little if any teaching.

the chief criterion in allocating responsibilities, especially ease of administration. A uniform curriculum is probably the easiest to administer and costs least in money, but we lose through it other more significant educational influences.

3. Does the principal appear to have the ability to deal with the problems that it is proposed to assign to him? There are both personality and technique factors involved in this ability. The personality factor is as yet largely immeasurable, but for practical purposes may be settled by the superintendent from general knowledge of the individual. The ability to deal with the technical professional problems may be revealed in part by such data as are shown in Tables II and III.

Most Officials Are Experienced

From Table II it may be seen that while the superintendent is, as a rule, generally older than the principal, the latter is ordinarily sufficiently mature to be entrusted with important administrative responsibilities. Likewise, while the county superintendent has been in the present position longer and has a longer total experience in his type of work than has the principal, the latter is, as a rule, not a novice. However, as may be seen from the data giving the range of the middle fifty per cent in total experience in this type of position, some principals have had so little that they probably are not ready to be entrusted with certain of the more important duties.

From Table II it may be seen that, in total length of training, principals of schools having both elementary and secondary grades and with six or more teachers are practically on a par with the county superintendent. In number of semester hours of training in school administration the two larger groups of schools have principals who are not far behind the superintendent. Though the data are not shown here, much the same statement may be made regarding training in educa-

tional psychology, while in other subjects contributing directly to ability in supervision the principal is considerably ahead. In all cases the range of the middle fifty per cent indicates that there are more principals with a totally inadequate training in professional subjects than there are county superintendents.

4. Does the principal have the time for administrative work? Table III shows that the median percentage of the school day devoted to teaching varies from eighty-one to twenty-two, so that the percentage of the school day available for other work is from nineteen to seventy-eight. These median figures show consistently what is to be expected—that the larger the school, the more time the principal has for clerical, administrative, and supervisory activities. We have no standards that enable us to say how much time a principal should have for administration before such duties are placed upon him, but the data make it clear that the practice in Virginia is to make some time allowance for this purpose.

Problem An Intricate One

Obviously, the problem of allocating functions between the county superintendent and the principal of a school is an intricate one. We should endeavor to isolate and measure as well as available data permit, the various factors that are involved. The data given in the tables are far from adequate, but they do throw some light upon the situation. They appear to justify the acceptance of the principle of giving the head of the local school an important place in the scheme of administration. One may properly raise the question as to whether certain of the principals in Virginia, especially in the larger schools, may not be given more responsibility. This would be especially true in conferring, at least, with the superintendent on the choice of teachers, in preparing the budget for the particular school, and in selecting equipment.

Healthy Habits Make

Hearty School

Children



INCULCATING proper and regular food habits should be part of the routine in our daily school life. Statistics prove that the healthy child responds quickest to both discipline and teaching.

With a sound body the youngster's mind functions more readily, and the

first day of his school life is none too soon to commence this important phase of education.

Milk and other wholesome foods are being introduced in urban and rural districts alike as a daily mid-session lunch among those of the lower elementary grades.



Flexibility, the Modern Trend in School Planning

Unit construction, an innovation to accommodate changing programs and serve educational and community needs of the adult population of the school district

BY JOHN RITCHIE, BOSTON

THE new Morgan Gardner Bulkeley High School in Hartford, Connecticut, exemplifies five major propositions in the schoolhouse problems of the day. In the first place, it is an important step towards remedying post-war deficiencies in housing facilities for the growing school population. Then it was built with a full realization of the requirement of modern school work, and with a flexibility in its planning that will permit it to be adapted to the future demand of the rapidly changing programs. Further than this, it provides for educational and community needs of the adult population of the district, and last of all, though by no means least, in a city with civic pride, it has a sightly location and architectural attractiveness.

On a prominent corner at the intersection of two important streets, there was opportunity which has been utilized by the architects who present a most attractive exterior in collegiate Gothic. There are in effect five units assembled here, each with its place in the educational work. The cut-away corner affords space for a most attractive entrance unit, which fits in admirably with the administration offices, placed here at the main doorway. There are two long academic

sections, one facing each of the intersecting streets, and beyond these are located the auditorium on the one hand and the gymnasium on the other. Each unit is in effect quite independent of the others, and may function alone, or any selected units may be in action together. This well-developed scientific planning has economic advantages both in the original construction work, and in school administration.

So far as Hartford is remedying the post-War scarcity of schoolhouse accommodations, it may be said that two large high schools have been put into commission within the past three years, the Thomas Snell Weaver, which cost \$1,500,000, and the Morgan Gardner Bulkeley, which cost \$1,800,000. Together they care for over 3,000 students. Both present essentially the same features, modified of course by conditions of site, and by the somewhat different ideas of the two building commissions.

Every one interested in the educational programs of the day will realize, first of all, that they are vastly different from those of the old schools in the days when the "three R's" were the foundation stones of school work, and when a single teacher, aided from time to time by some special-

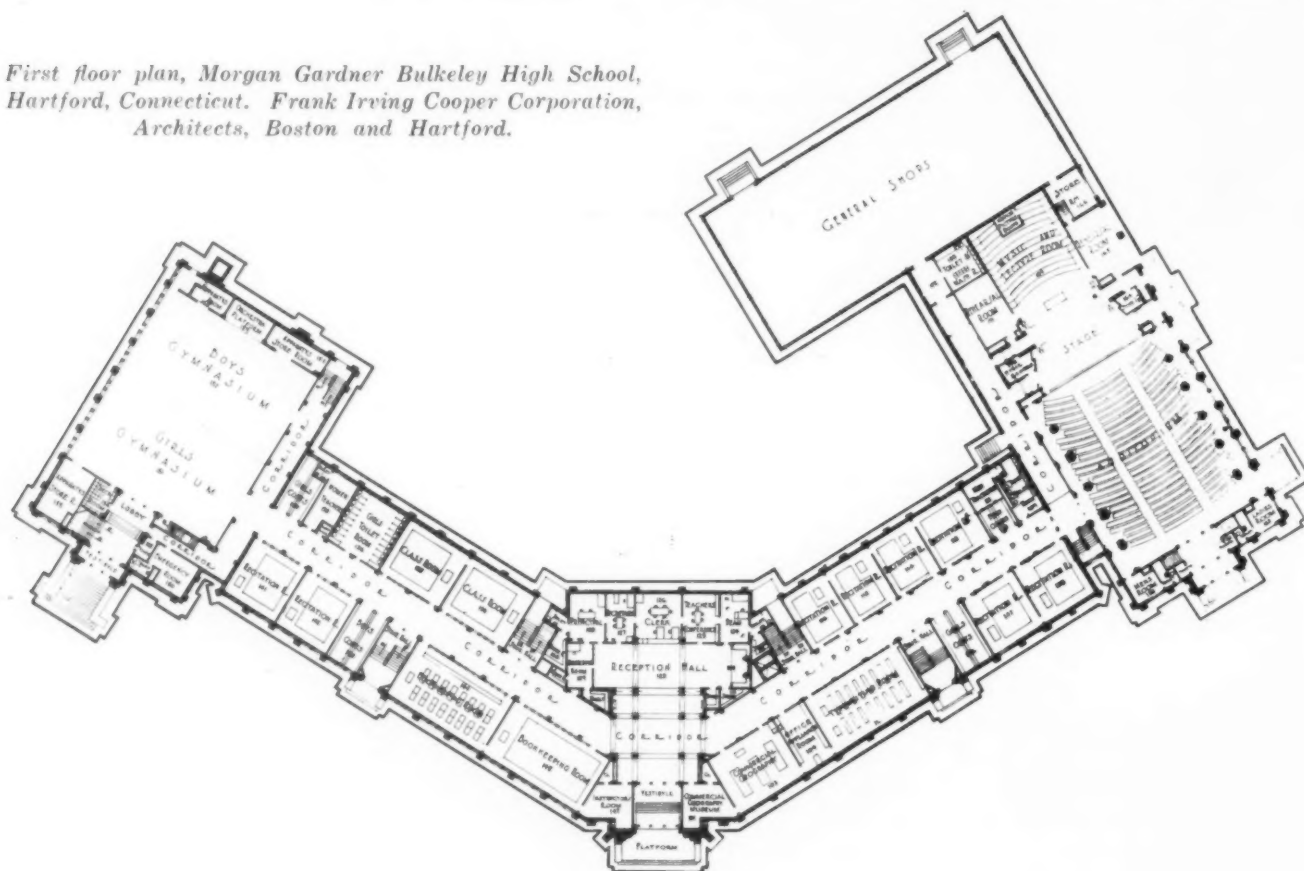
ist, cared for each class. The modern program includes much special work by special teachers and much travel by the students at the ends of their periods, to reach the stations for the coming hour. Ample corridors, convenient stairways, and related placings of consecutive studies introduce new features into schoolhouse planning, while gymnasium, auditorium, laboratories, shops, and library, together with classrooms and study rooms, require special planning for each new building.

The principal doorway, at the center angle of the building, is set in an attractive facade, the

porch with its steps and platform. Midway in the facades of the academic units are the exits from the stairways to the second and third floors, each with its exterior tower in the same spirit as the other entrances. The sky line of the great structure is simple, broken by the features of the stonework of the main entrance and tablets above the side entrances, while the auditorium and gymnasium, being only two stories in height, have their roofs at a lower level than that of the main structure.

The principal entrance at the center angle leads directly to the main corridor of the building,

First floor plan, Morgan Gardner Bulkeley High School, Hartford, Connecticut. Frank Irving Cooper Corporation, Architects, Boston and Hartford.



upper two stories of which present a vast, arched, mullioned window, composed of a dozen small Gothic windows in groups. This feature is framed by two groups of buttresses, three in a group, receding at each floor level, enclosing on the first floor the elaborately carved doorway, and supporting a great ornamented tablet at the roof. The setbacks at the floors are marked by stone caps and at the sky line the buttresses and mullions terminate in graceful finials. The windows of leaded glass are educational in spirit, presenting features and factors to the history of Hartford and Connecticut.

The entrances to the auditorium and gymnasium are in harmony with the principal doorway, with great arched windows above a projecting

crossing which one finds himself in the administration suite. There is here a splendid reception hall or foyer, from which lead the suite of the principal, with separate rooms for his secretary and the office force, and two conference rooms and a room for the dean. These important administrative offices are to be found without that search which many recent plannings of schoolhouses entail on parents or others seeking a word with the principal, a search that oftentimes involves the climbing of stairs. The foyer is especially worthy of mention, since it is a restful hall for those who must wait for an appointment, with walls of yellowish gray stone and at the end an elaborate carved stone mantel, the decorations of which are educational in spirit.

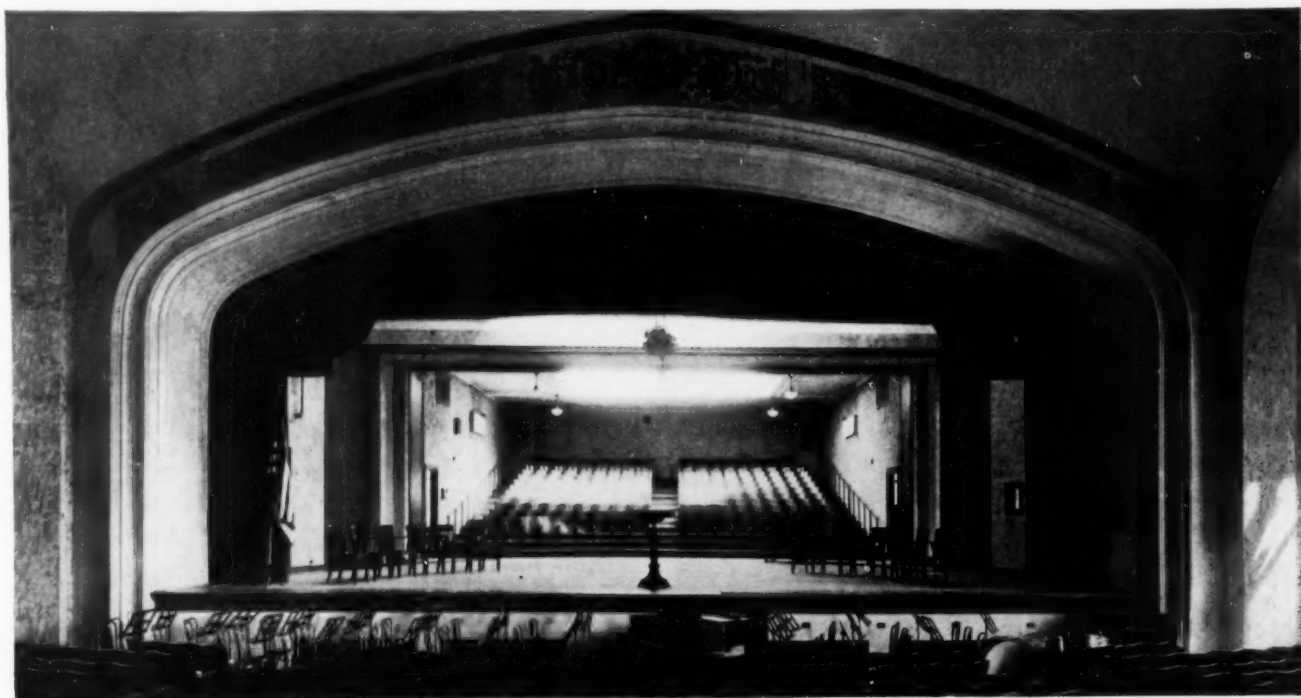


Foyer, looking toward office of clerk, Morgan Gardner Bulkeley High School, Hartford.

In outlining the lay-out of the academic units, there is one important fact to be realized, namely that Frank Irving Cooper, who planned the buildings, is chairman of the Committee on Schoolhouse Planning of the National Education

Association. Thus, the school is most modern.

A second matter of importance in schoolhouses is the thought given to safety to life of the children and teachers. With one or more school buildings on fire every day in our country, fire



Auditorium, with stage open, allowing music room seats to be rolled forward.

prevention is all-important, and where the cost of fireproof construction is prohibitive, planning fire-resisting construction is important, and in any event, quick egress from the building in case of an emergency.

The Bulkeley High School has for means of egress from the building, in addition to the main entrance, four exits to the street from the front and two to the yard in the rear, these entrances approached by fireproof stairways in fire towers and non-choke doorways at the exits. Besides, the

library, the hall on the second story in the entrance unit, a room departing from strict rectangular plan, and a most interesting one with its leaded glass windows, and its vistas to study and conference rooms. The importance of the library to students is becoming more and more appreciated, and the opportunity has here been improved of making of it a beautiful study place. The leaded glass windows aid in the plan, and here at Bulkeley, the students have had a lively competition in the English department, in essays de-



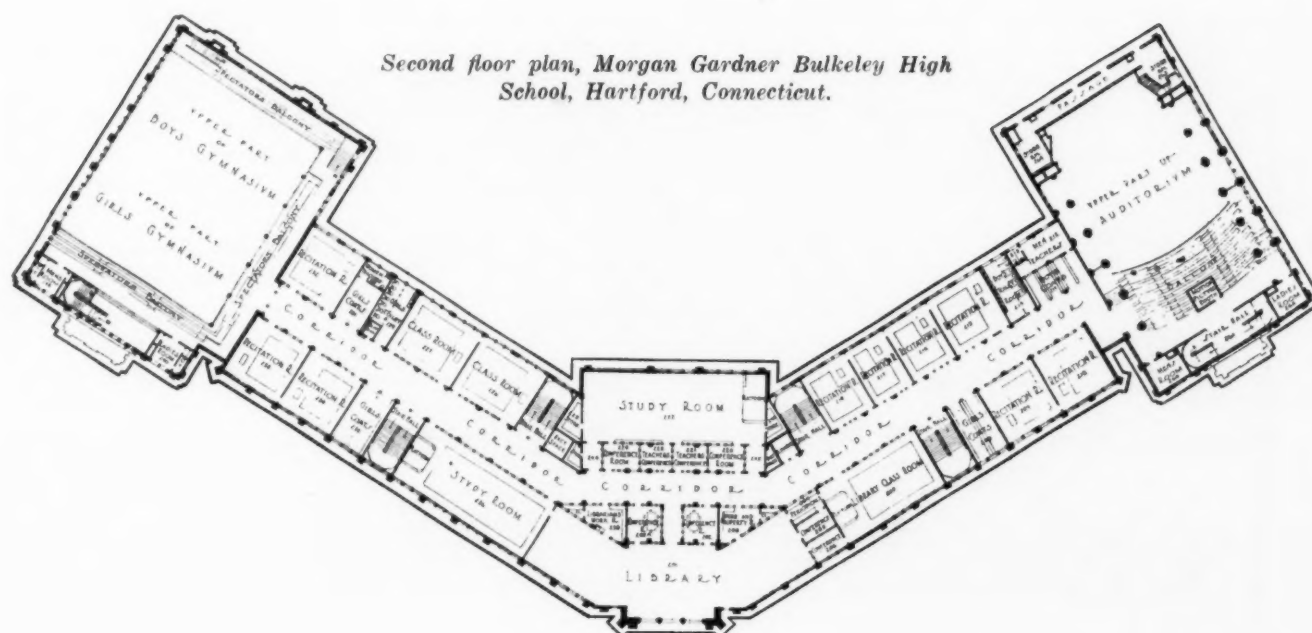
A corner of the attractive library, located on the second floor.

main corridor, which is of sufficient width to care even for the rush traffic of the school, connects on the first and second floors with the auditorium on the one hand and the gymnasium on the other, and in case of need the exits from these units may be utilized. The auditorium has four exits. The gymnasium has means of egress to the front and the rear, while both these large units may make use of the main corridors leading to the exits of the academic units. Emergencies, therefore, in whatever part of the building they may occur, are amply provided for. Incidentally, it should be said that the placing of the auditorium directly on the ground is an additional means of safety to audiences there assembled.

The cut-off corner of the building makes of the

scribing the subjects of the leaded glass motifs. The library has its adjoining study room of large size, an office for the librarian, work rooms for the staff, and conference rooms as well as facilities for storage.

The academic portion of the first floor provides accommodations for administration and for the commercial studies with classrooms or recitation rooms of standard size. The commercial section includes halls for bookkeeping, stenography, type-writing, and commercial geography, with a reference museum to aid the students in the course last-named. Coat rooms for the students, retiring rooms for teachers, and toilets for boys and for girls are placed on this floor. On the second floor there are, in addition to the library, two



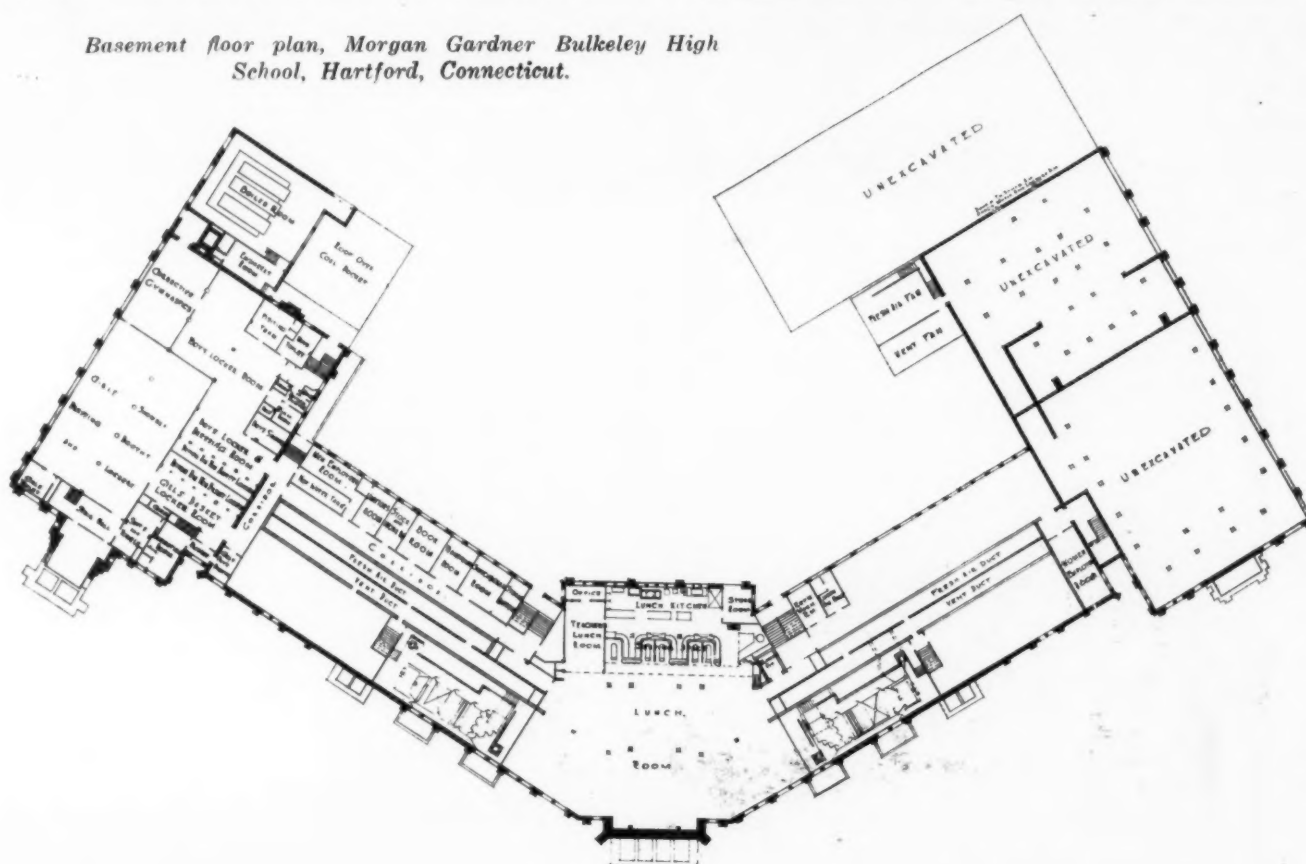
large study rooms and classrooms or recitation rooms, with proportionate coat rooms and lavatories.

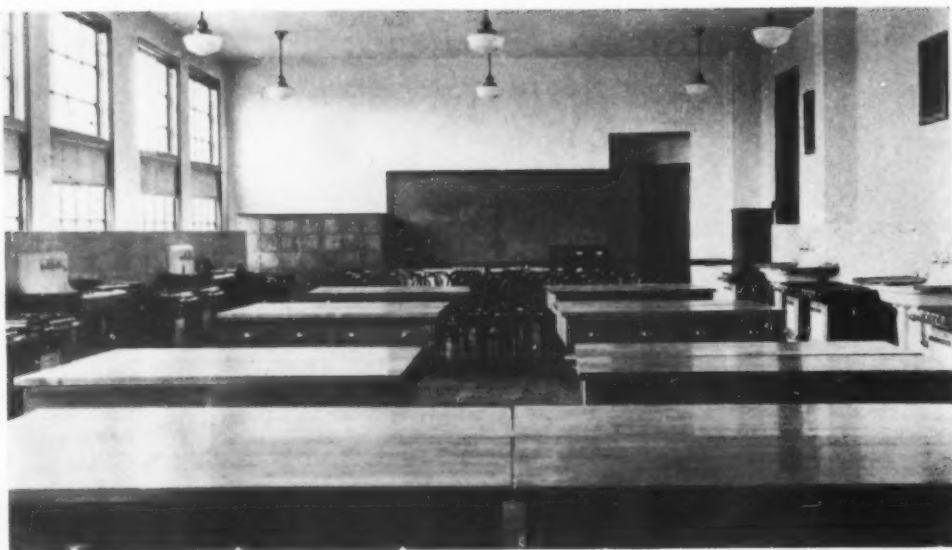
The central portion of the third floor provides a science lecture room above the library, while the section across the main corridor is devoted to chemical and physical laboratories with their recitation room and storage. Freehand drawing occupies the northwest end, with the cooking department in a group of halls along the front, and

sewing similarly placed at the rear. The easterly end has facilities and light for biology, the two laboratories of which are here placed, with opportunity for conservatory bay windows above the roof of the gymnasium. General science has two halls at the back and three classrooms occupy the front of the east wing. Each floor has offices for the heads of departments and for floor masters.

The principal feature in the ground floor is a capacious lunchroom which will care for four to

Basement floor plan, Morgan Gardner Bulkeley High School, Hartford, Connecticut.

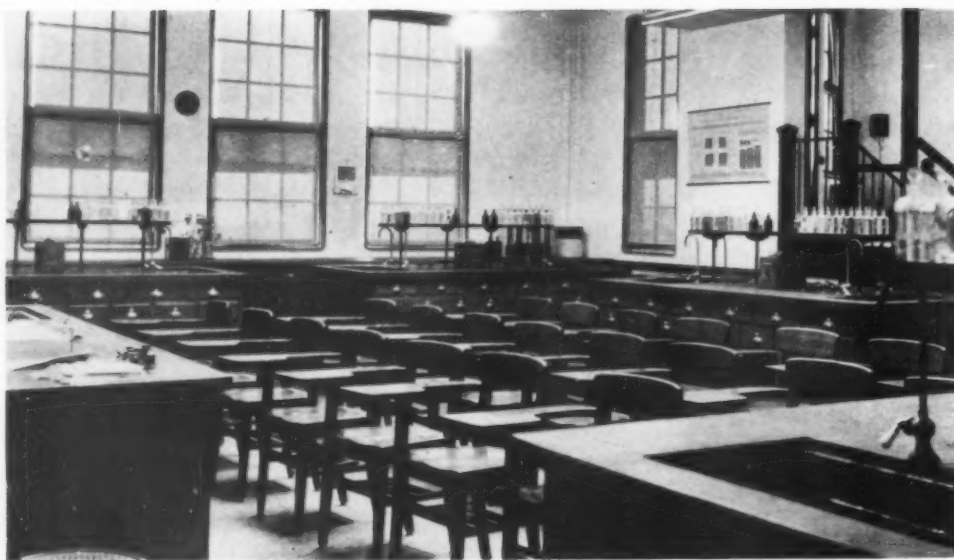




*Domestic science
cooking room.*



General science room.



Chemical laboratory.

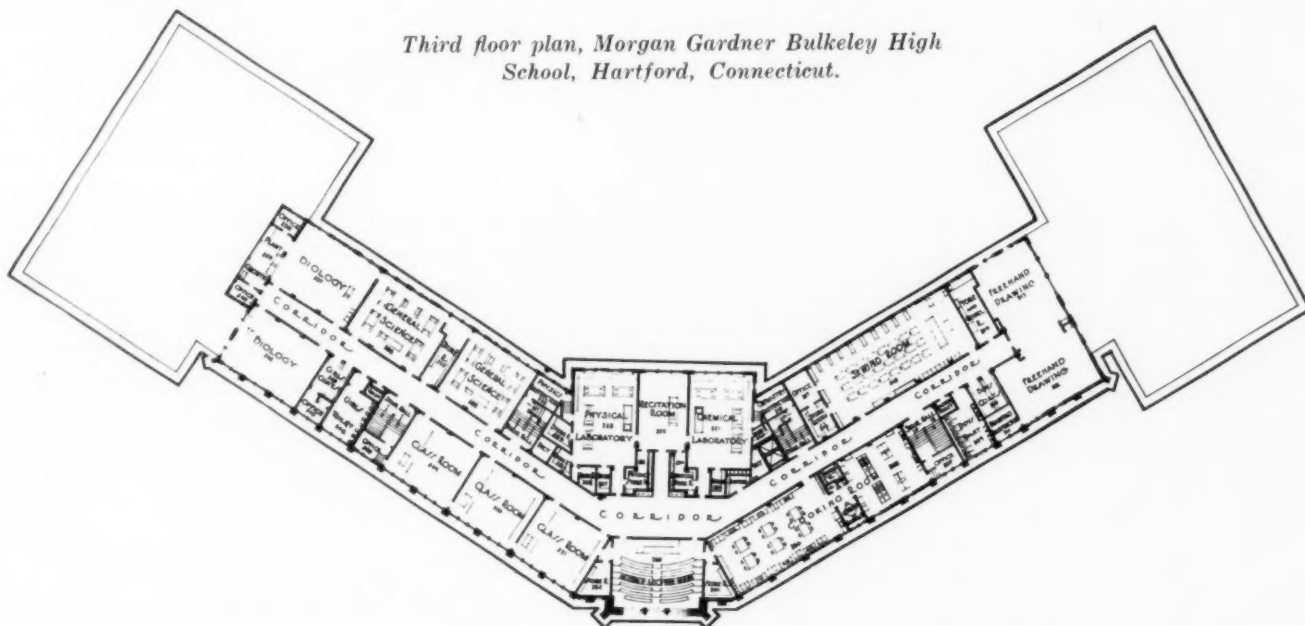
five hundred at one time, with its kitchen facilities, refrigeration, and cafeteria serving room. Other portions of the ground floor give room for storage utilities, electrical and fan rooms, and offices for the janitor and his assistants. The shops, which oftentimes are placed in this lowest story, are at Bulkeley given plenty of space in a well-lighted one-story building above ground in the rear of the auditorium.

The special features of auditorium and gymnasium give the Bulkeley High School, and its companion in Hartford, the Weaver High School, prominence among the schools of New England. These departments of the school are to an ex-

flexible planning employed in this building.

The schoolhouse is not a building to be closed at a quarter past two in the afternoon or as soon as the last of the scholars has gone home, to remain closed until the next morning at a quarter before nine. School buildings are costly and it is only fair that they should give to the community which has paid for them, some return in the widening of their uses and the extension of their hours of activity. From this point of view, the assembly hall becomes of great importance, for it is at once possible, if adapted for the purpose, to utilize it, when not required for school work, for service to the citizens who have provided the school.

Third floor plan, Morgan Gardner Bulkeley High School, Hartford, Connecticut.



tent independent, having complete structures to themselves, yet so placed and so well-fitted with intercommunication as to be parts of one great harmonious whole.

There is economy in construction of the above type since these buildings can be built with less cost than if they were centrally located in the midst of classrooms of close partitioned pattern. In matters of administration, the grouping in independent units makes the use of them for their varied purposes more convenient and at the same time more economical. An evening community function at the auditorium does not involve lighting or heating the classroom section or the gymnasium. In the same way the gymnasium may be used for practice or for contests, or even for a dance, without cost for lighting or heating the academic units or the auditorium. Evening classes in the school involve neither auditorium nor gymnasium in the cost, while at the same time, studies, a public lecture in the auditorium, and interscholastic sports in the gymnasium can all be synchronous under the excellent principles of

This service may be along a number of lines. In the first place, the graduating exercises of the classes are occasions that really demand hall facilities, for all parents are interested, and the children call for admission tickets to the exercises, usually in excess of the capacity of the old-fashioned assembly hall. An auditorium, seemingly large for the school, is therefore one of the features of modern planning. It may be used for morning exercises or for groups on some subject of general interest which calls together companies too large for the classroom, for practice in music, or for visual education through the medium of motion pictures. At other times it may be at the service of the community for afternoon lectures, gatherings of large companies like the important meetings of women's clubs, etc., choral class rehearsals, while in the evening there is almost constant call for a suitable place for popular lectures, public debates or symposiums, concerts of local or visiting musical organizations, and public meetings, political or otherwise. All of these, performing more or less of public service,

are compelled in general to hire some hall, often inconvenient for the purpose in hand.

The auditorium at Bulkeley completely "fills the bill." The hall with its comfortable seats is pleasingly decorated with carvings to which color has been most effectively applied. The company that awaits the beginning of the exercises, does so in an attractive and restful place. Seats, whether on floor or balcony, give full view of the stage, while the architect has provided a planning that makes the hearing excellent in every corner. For ordinary occasions there is a moderate stage with attractive proscenium arch, and of course its complement of convenient dressing rooms. For large occasions the sound-proof partition at the back of the stage may be folded away, and the floor of the music room, which is directly back of the stage, may be used for its enlargement.

Music Room Seats on Stage

The music room, used in the daily studies in music, is back of the stage. For the better observing of matters of technique, the seats of the students are in terraces, rising one tier behind another. The whole seating stand is mounted on wheels which run on tracks. The tracks extend to the stage, and on occasion the stand of seats may be rolled forward and become the back of the stage, with accommodations for the graduating class, the chorus of the singing society, guests, or an overflow at an important public meeting.

The gymnasium is an essential to-day in the school curriculum, and every up-to-date school requires one. There are advantages in having it a somewhat independent unit, since there are unavoidable noises related to it that might be disconcerting to students in close-by classrooms. For school use there are necessary dressing rooms and showers and lavatories, which here find space in the basement under the great floor. Here is also the health center of the school, and the medical inspector as well as the physical directors have their offices here. Likewise, there is set aside a room for the convenience of the visiting team.

Like the auditorium, the gymnasium has important lines of service to the community. It is the proper place for school contests, and there should be accommodations for spectators, for the interest in school sports is very great. For the accommodation of spectators there are galleries on the second floor at each end, and the fore-and-aft corridor at the side, connecting with the main corridor of the school, furnishes space for a good many additional seats.

There are other occasions for which the spacious floor of the gymnasium is especially suitable. Exhibitions find their proper place here, recep-

tions can be conducted most conveniently in such a hall, and there are many social occasions, with or without dancing, which can be cared for in a place not cramped or uncomfortable. The gymnasium can add much in the way of public service to the community.

Then there is the lunchroom. It has a kitchen capable of catering to large companies, having the tableware and facilities for caring properly for some hundreds of people, and an opportunity of quick serving through the cafeteria system. For social occasions in auditorium or gymnasium the school lunch outfit can extend its period of service, guests may be seated at tables, and advantages are evident that even the best equipped of public halls seem to lack. The lunchroom has its benefits to the students in giving them healthful and inexpensive service and it can extend its services to the community for public social occasions.

More and more it is becoming evident that the schoolhouse has a wider field than a mere place for the imparting of information to school children during certain hours of the day, but may, by proper planning, prove to be of educational and social importance to the adults of its community. As an example of how well-prepared the modern high school may be to meet the needs of the community, New England can present no better example than the Morgan Gardner Bulkeley High School in Hartford, Conn.

Recognize Mental Hygiene's Place in Education

Fourteen of the leading colleges and universities in the country are now doing mental hygiene work for their students, according to Dr. Arthur H. Ruggles, consultant in mental hygiene at Yale University, commenting on the rapid growth of the recognition of the place of mental hygiene in education. In colleges it is not a search for mental diseases, but is rather a part of preventive medicine, with special emphasis upon increasing mental efficiency in students through a better adjustment of their emotional life.

In every college, he stated, there is a certain percentage of boys and girls who are struggling with some definite problem of adjustment—many individuals who are in urgent need of help and guidance if they are to be saved from mental shipwreck. There are also many others who could be saved from mediocrity by a deeper knowledge of themselves and their own problems, who, with little assistance, could make far better adjustments to the demands, not only of college life, but of broader life that they will enter when they leave college.

Giving Pupils Information About Occupations*

BY HARRY D. KITSON, PROFESSOR OF
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COLUMBIA UNIVERSITY

AS WAS said in the first article of this series, one of the first principles of vocational guidance is that an individual must plan his career instead of drifting into it. He must think for himself and must make his decisions on a rational basis. No one can intelligently decide questions affecting his vocation unless he has facts. Provision for the dissemination of such facts then should be one of the first items in a program of vocational guidance.

A number of administrators in public schools have become aware of their responsibility in this respect and have introduced courses called occupations, attempting as the term implies, to give information about the kinds of work in which men and women engage. These courses are usually offered in the first year of the junior high school or in the eighth or ninth year. The State of Alabama requires such a course to be given in the first semester of the junior high school (seventh year). For a text book, a book similar to occupations by Gowin, Wheatley, and Brewer¹ is usually employed. Other sources of information have been made available through studies made in certain localities, the results being printed in pamphlet form and distributed to teachers of courses in occupations. Other materials that are being used in such courses are the many volumes descriptive of occupations which have been published by commercial presses and books on biography and the like.²

*This is the second of a series of articles on vocational guidance by Prof. Kitson, the first appearing in the January issue.

¹Published by Ginn and Company, Boston.

²"Guide to the Study of Occupations," by Frederick J. Allen, Harvard University Press, Cambridge, Mass. Revised 1925.



Vocational Service for Juniors

While there are many books written on the various occupations their value for vocational guidance is limited. In the first place they are usually written in a very general style. They abound in generalities which apply to vocations in general and to none in particular. For example, take this paragraph from one of the current books designed to help a young man choose a vocation.

Qualifications Are Too General

"The young man who decides to enter the profession of ——— must have or acquire a good preliminary education. A high-school or college education is highly desirable and is evidence of ability to study systematically and for a purpose. There are, however, many men who, deprived of the privilege of acquiring such preliminary schooling, have fitted themselves for and secured excellent positions in the field of business. The student of ——— must have capacity for sus-

tained purposive study. His basic mental qualification is the power to reason straight and correctly and the ability to analyze; and then he must have the ability to stick. Don't forget the importance of integrity."

Such advice, while it may be inspirational, is not very enlightening to a young person who wants concrete facts before he decides on a vocation and plans a career.

Again, most of the available writings concerning vocations deal chiefly with the techniques involved in the vocation. Most of the books on journalism, for example, tell how to write copy but few of them contain information regarding planning a career as a journalist.

Instead of treating an occupation as a series of processes "from raw material to finished product" we should present it as a series of promotional steps "from errand boy to general manager." Instead of describing the occupation of "journalism" we should describe the "journalist."

Progress of Promotion Usually Slow

Business men sometimes complain that the young people whom they hire come to them with false notions regarding their own importance, expecting to take a post of authority at once. If such an accusation is justified the reason for it is clear. It is that young people are not informed about occupations in the right way. They should be warned that practically all worthwhile occupations have steps leading from one job to another,

and that before they can reach the high position they must pass through intermediate ranks. Furthermore they should be taught that the rate of progress is usually slow; that

"The heights by great men reached and kept
Were not attained by sudden flight—"

A novel way that has been devised for presenting such information is the vocational ladder. This is a ladder on which are indicated the names of the jobs through which one must pass in reaching the higher positions in any vocation. The accompany-

ing vocational ladder showing the steps leading to the positions of locomotive engineer on a railroad will illustrate. From this ladder a youth can see at once that the climb to the top is long and arduous. Before he can expect to drive the locomotive of the Twentieth Century Limited he will have to pass through a long novitiate, beginning with the lowly wiper and serving all kinds of inferior engines.

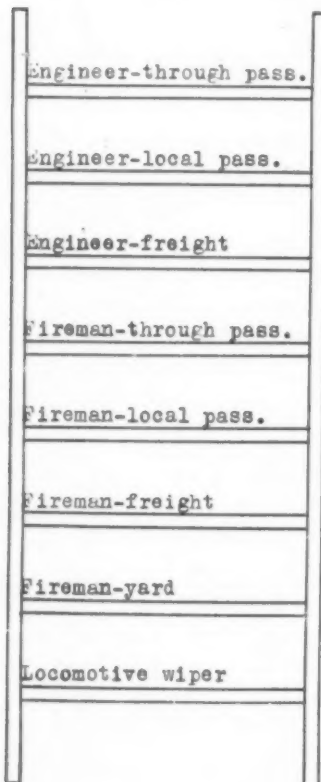
But merely giving such a picture of the steps leading to a vocational goal is not sufficient. The young aspirant will next ask how long before he may reach the top. To answer these questions we shall have to quantify our information. How shall we obtain the figures? The best source will be the vocational histories of men who have already succeeded. We can study their lives, tabulate the facts about their vocational progress, and then combine the records of several hundreds into averages. These will give at least some indication of the rate at which a person may expect to advance.

For illustration a ladder appears on page 29 showing the combined histories of the full professors who began at Columbia University as instructors or assistant professors and are still serving the university. From this figure a young man who aspires to a professorship in that institution may see that he should expect to spend on the average eleven years in climbing from instructor to professor; he can see that his longest wait will be at the rank of instructor where he is likely to spend five years. It is true that we do not have at present, facts that will enable us to make such ladders for all vocations. Nevertheless as we make more scientific investigations of the vocational histories of workers we shall eventually amass information which will enable us to give this concrete kind of information that youth so sorely needs.

Classification of Occupations

Until we obtain facts of the sort just indicated, we shall be obliged to use the sources of information that are available. In courses on occupations that are given in public schools, the occupations are usually grouped according to the classification used in the United States Census:

- Agriculture, forestry, animal husbandry
- Extraction of minerals
- Manufacturing and mechanical industries
- Transportation
- Trade
- Public service
- Professional service
- Domestic and personal service
- Clerical occupations



Then follow the sub-classes of occupations, such as accountant, steam-fitter, nurse, and the like. It is obvious that the number of occupations that can be thus studied by pupils in the seventh and eighth grade is limited. Accordingly, after a general overview of the large occupational divisions, the attempt is usually made to pay particular attention to those occupations which are represented most numerous in the community. Additional sources of information concerning these occupations are often furnished by investigations carried on locally. In some cities surveys have been made concerning all the occupations represented in the city and the results are made available for study in the schools. In other cities certain outstanding industries have been investigated for the same purpose. The Vocation Bureau of Cincinnati, for example, has prepared pamphlets describing the following local industries: The shoe industry; the garment industry; the metal industries; the baking industry; and street railway transportation.

Speakers Should Represent Trades

In some schools speakers are invited to address pupils concerning their occupation. Unfortunately, such speeches are not productive of much benefit to perplexed young people who are trying to plan a vocational future. The speakers usually talk in general terms. They are likely to color their remarks with too much enthusiasm or too much pessimism. The person who plans such a series of talks usually invites only men and women representing professions. In these days when the white-collared occupations are so greatly overcrowded it would seem wise to call on speakers representing the trades. The leading plumber of the community, for example, could open a fascinating and lucrative field. So could a millwright. Experience has shown that speakers should be given an outline indicating the points concerning which pupils want information, and should be begged to follow this.

Another method that is sometimes employed is to assign field trips during which the pupil makes first-hand observations of workers for himself. This device, while apparently offering many advantages, has marked limitations. The number of occupations that can be thus personally viewed is bound to be small. The pupil may not see the most significant things due to lack of apperceptive mass. Employers are naturally bothered when an entire school descends upon them to make observations of their employees.

Another means through which information about occupations may be secured is exploratory courses, particularly in the junior high school.

Arrangement is often made whereby a boy can study a group of trades, possibly six or eight, for six weeks at a time. Occupations most frequently offered are commercial work, mechanics, electrical work, wood-working, agriculture, and art or at least drawing. Naturally the variety of such that can be offered junior high-school pupils is limited compared with the vast number of occupations in the world. Nevertheless, such exploratory experiences enable pupils to test their aptitudes in some lines and undoubtedly help them to develop interests in certain occupational operations which they may later seriously cultivate.

Extra-Curricular Activities and Occupations

In addition to these formal exercises of the curriculum, information about occupations and experiences are being acquired through the extra-curricular activities which play so important a part in American school life. In the twenty-fifth Yearbook of the National Society for the Study of Education, which is devoted to extra-curricular activities, 145 of these activities are listed. The writer examined this list to ascertain the number that are identical with occupations mentioned in the 1920 United States Census. The number was thirty per cent. This figure shows that almost one-third of the extra-curricular activities, such as camera clubs, cooking clubs, debating clubs, in which American school children so enthusiastically engage, are giving immediate contact with occupational activities and are direct sources of vocational guidance. Many of the other activities, though not bearing the name of a vocation, nevertheless involve vocational activities almost as closely as those mentioned in the Census.

Besides these extra-curricular activities, which are supervised by the school, there are many wage-earning enterprises in which almost one-half of the boys of high-school age are engaged. These activities are not pseudo-vocational; they are actually vocation, and in many cases constitute the start of vocational life for the pupil.

40	Professor
39	
38	Associate professor
37	
36	
35	Assistant professor
34	
33	
32	
31	
30	Instructor

Considering Mental Hygiene in Curriculum Making

More attention to backward and feeble-minded pupils and neurasthenic teachers should prove one of the best agencies in preventing mental illness in the schools

By DANIEL WOLFORD LA RUE, STATE TEACHERS COLLEGE, EAST STROUDSBURG, PA.

FACTS indicate that among the school population of the United States we have approximately one million boys and girls who are headed for the mental hospital. This does not include the "feeble-minded," but those only who are destined to suffer, at some time in their lives, such serious mental or nervous impairment that they will become patients in an institution, where a considerable fraction of them, probably from two-thirds to three-fourths, will permanently remain. At present, one in every twenty adults dies in a hospital for the insane. The number of the unfortunate girls in our school population would approximately equal that of the boys were it not for the fact that venereal disease and alcohol concentrate their attack on our developing young manhood, lifting the institutional commitment record of the male some twenty per cent above that of the female.

Teachers, too, are wounded notably in the nerves.¹ Although their respiratory and digestive resistance is equal to that of other indoor workers, and their sick-leave absence is conspicuously low, they succumb more numerously to neurasthenia, exhaustion of that most delicate and much pounded system, the nervous system.

Retirement from Nervous Breakdown

In New York City, London, and elsewhere, the percentage of neurasthenics increases threefold from the time of entering service up to age of fifty, and the number of days lost by London teachers also increases three times during this span of years. It may be added that at least one State Teachers Retirement Board finds that the most frequent cause for retirement, aside from old age, is "nervous breakdown." Perhaps one might say that thoroughly dilapidated nerves represent the very worst kind of old age.

Closely related to the mental health of society are the problems of suicide, feeble intelligence, and criminality. Adolescent suicides have re-

cently shocked us to the depths of our philosophy of life. The study of the moral ideas of children shows that when they are asked to make lists of wicked acts, they appear not to have thought of suicide before age eleven; whereas at age fifteen, twenty-three per cent mention it, and at age sixteen, it has at least entered the heads of thirty per cent. Suicide in general is on the increase among us, having mounted to the number of fifteen thousand per year, and is responsible for more deaths than a whole group of dreaded and fatal diseases, such as diphtheria and scarlet fever, taken together. More than half of our self-slaughters are due to well-defined mental or nervous disorder.

Appalling List of Feeble-minded

If we could take a census of the feebly intelligent (commonly called "feeble-minded"), we should roll up a list of five hundred thousand names. In addition to that, four hundred thousand children are stalling on the hill of education because they lack the mental horsepower to climb it, even in low gear. Only about ten per cent of these are receiving help in special classes,—showing that feeble intelligence has had more attention in print than in action. The other ninety per cent are in danger of a backward precipitation, to the grave danger of society, into dependency, delinquency, and crime.

The National Committee for Mental Hygiene finds that more than half a million men, women, and children pass through our courts and into confinement each year, and reports, as a result of careful surveys and studies, that two-thirds of those classed as delinquent or criminal are mentally defective or disordered. If the United States, wallowing in wealth, is nevertheless, as some assert, the most criminal of civilized nations with regard to major offences, greater attention to mental health is undoubtedly one of the chief correctives.

Hard facts are said to become hardest to the

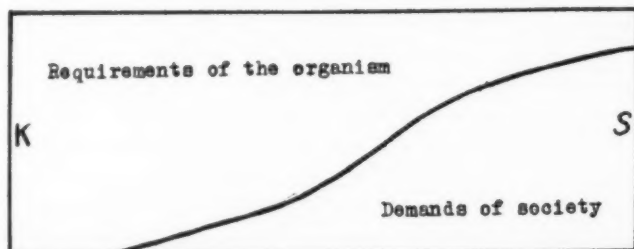
¹ School Health Study No. 12, U. S. Bureau of Education.

American mind when we trace them to their economic outcome. Experts estimate that mental disease is costing us more than three hundred million dollars annually; the feebly intelligenced, if properly cared for, would constitute an intolerable burden; and the cost of crime is estimated at ten billions a year. Further, this economic indicator of our mental weakness and warping is constantly rising.

That gasoline juggernaut, the automobile, is killing yearly some twenty-five thousand of us, mostly children, wiping out annually the equivalent of a good-sized city, and giving a gruesome turn to the old joke about the "quick and the dead" being divided on the basis of ability to jump out of the way of a car. We are properly horrified, have started a safety-first campaign, and are teaching the children in our schools how to leave one curbstone and actually arrive alive at the opposite one. Yet three times twenty-five thousand new cases are admitted to our mental hospitals each year, and many of them suffer that which would make a quick death highly preferable. Shall we not seek mental safety first?

Most Mental Illness Can Be Prevented

Psychiatrists believe that half of all mental illness can be prevented, and they point to the school as one of the best agencies of prevention. Some of them also point to it as being, through what may be called, in the large, mal-administra-



Graph showing increasing demands of society as child advances from the kindergarten age and the requirements of the organism are fulfilled.

tion, a very potent agency for the causation of nervous and mental illness. The school has had its attention concentrated rather strongly on the mastery of the curriculum, and in this direction it has made great strides of progress. For example, experiment shows that children of the same ability can learn to read twice as fast by the newer methods as they can by the older ones. May we not hope that, if we concentrate our attention on mental health, they can learn that twice as effectively?

The purpose of the school is to serve society; but just how it shall serve in any age is likely to

be determined by the "issues" which are being agitated by society at that time. When the industrial revolution had brought economic issues to the fore, the curriculum was thrust at the infant, in the ragged school, the infant school, even the Sunday School, in order to enable him to seize at least one or two of the R's in a kind of quick lunch way before rushing off to his lifelong labor as a wage worker.

Later when citizenship and the safety of the Republic were paramount, economic pressure continued to dictate that the school administer the Constitution and other educational prophylactics on the rush order plan and deliver the little citizen early at the industrial plant. For centuries, the child has been the victim of this step-lively policy on the part of church, state, and industry. It is no wonder if, in thus creating an age of haste, we have produced many kiln-dried souls and upset the mental balance of multitudes.

But there are signs of a new dawn, of a new "issue" in society, and a new service for the school. The new *Zeitgeist*, so it appears, will be that of *human culture*, and the school will shift its attention from the adult-made curriculum to the learning organism, the child. Even if human evolution has reached the stage where survival depends on wire nerves and a steel-armored mind rather than on muscles, and the "unfit" go to the mental hospital, we will not let this endurance contest of nervous systems descend into the school. We can best prepare the child for the conflict by strengthening him as an organism in his early life.

The Child's Progress Toward Society

Let us illustrate, by means of a figure, how the requirements of the organism and the demands of society supplement each other. The accompanying parallelogram represents the child's education, what ought to be his curriculum, from K, his entrance into the kindergarten, to S, his graduation into society. The portion of the parallelogram that lies above the curve indicates, in a rough way, the time, attention, and exercises that ought to be devoted to the prime purpose of healthy growth, to the child simply as a child. The portion below the curve shows how the demands of society, "beginning faintly and far away," may safely increase as the organism ripens. The child as he comes to us is not many years removed from a pre-natal retreat and a subsequent home nest where growing was his only occupation. The philosophy here set forth is that health, especially mental health, should be the chief aim of the school, and that with all his getting, especially in the early grades, he should be

protected in his right to that whether he learns anything else or not. All else should be subordinate to that in every hour and exercise of school life.

The present custom—when it is present—of surveying social usage in a given branch and then “motivating” the children, at as early an age as possible, to master that usage, is somewhat like finding the number of automobiles in use among the adult population and then presenting to each child a Ford—symbol of a compact embodiment of minimum essentials—and urging him to run it. “Nobody walks in these days, so why learn?” But no—let the child learn to manage his feet first. Otherwise, his progress may be like that of a boy whose mother explained that he went up fast in school as far as the fifth grade and then turned around and began climbing down the grades again.

We are guilty, once more, of that ancient and universal error, the ejective error, the error of projecting our adult selves into the personalities of the children. We lord it over them, and diagram our school systems with ourselves at the top and the children at the bottom. If might makes right, this is correct, from the standpoint of showing levels of power. But a school system ought to be organized, not by might nor by power, but in a different spirit. If we diagram it so as to bring out our chief purpose, and throw up the different levels of necessary service and consequent rightful authority, it will appear as in the accompanying diagram. The teachers are there to serve the children, the principals should serve the teachers, and the superintendent, if he would be really chief among them, must be in a very profound sense the servant of all.

Dictating By Nature

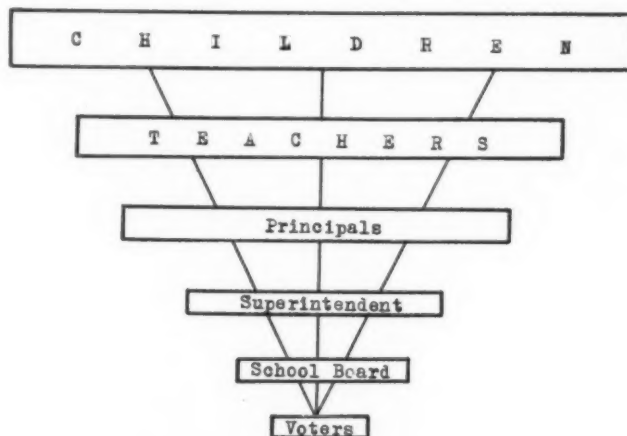
This does not mean that the children shall control the school system in the sense of organizing it and giving commands, laying out their own work and dictating to teachers as they are said to have done in Bolshevik schools; nor that the teacher shall abdicate, as sentimentality and cloudy-minded schoolcraft have led her to do in certain American schoolrooms. While we should fear to destroy creative youth, we should be still more fearful of creating destructive youth. Creative youth must submit to creative truth. The child should dictate to his teacher, not by verbal command, but by his very nature, as the garden plant, just by being a plant, dictates to the gardener what he shall do for it.

In the elementary school, then, attention and effort ought to be centered chiefly on the growing

bio-mental organism as such, with the aim of making it the finest organism that its inheritance will permit. Surveys of society are welcome, but the very first thing to survey is the nature of the child. In spite of the fact that we have come on a century and a half since the days of Rousseau and a century beyond Pestalozzi, no complete and careful survey has yet been made. That we must survey it before we can know fully how to treat it, or build a curriculum to suit it, seems axiomatic.

No Adequate Conception of Childhood

Herein is disclosed, probably, the topmost and the bottommost reason—aside from the ever present, real or fancied, economic handicap—for most of our present offences against the mental health of childhood; we lack an adequate concep-



Usual diagram of relation inverted to place the various groups in their proper position.

tion of what childhood is, of its many varying traits, of their intricate interpenetration, and the consequent treatment so indicated. Unfortunately, such a conception is not ready to be unfolded. In my judgment, it can best be secured through a study of the inheritance of traits, backed up by very careful observation of them, and, wherever possible, accurate measurement. Fortunately, both of these lines of research are being fairly vigorously prosecuted. We may even venture to hope that some day parents and school men will know their children and pupils as well as Terhune and other dog fanciers know their pups, from pedigree to proclivity, and use such knowledge as successfully.

One of the serious dangers at present is that we shall neglect all traits except intelligence, and regard a child as a tall or short intellect mounted on legs. This error of synecdoche is even wresting our working vocabulary into inaccuracy. We speak of “mental age” and “mental ability” when what we mean is intelligence age and intelligence

ability. There are many kinds of mental ability, such as the ability to control one's self, or to appreciate art, or learn arithmetic. Intelligence is but one of them, and by no means always the most important. Further, writers who discuss "individual differences" sometimes leave unmentioned all differences except those of intelligence. Yet individual differences in feelings, and in the ability to learn to feel, are fully as great and fully as important as differences in the field of intelligence.

The mental hygienist must protest against this educational apotheosis of intelligence, and against the mechanical kind of school administration that flows out of it; for where mental health is concerned, the emotions are usually basic, and they (together with bodily condition) should be so regarded in the elementary school, at least. The trouble is, we can measure "general intelligence"—or at any rate we act as if we could if we knew it existed—and we can not as yet measure the emotions; and so, just as psychologists long turned their attention to sensation because it was the most accessible part of the mind, they are now concentrating on "intelligence" because it, after sensation, is most get-at-able and most measurable. From the standpoint of mental hygiene, psychology has another and a more important step to take.

Ideas Usually Follow Feelings

Here, again, is a remnant of the old ejective error; for it was the great mistake of the intellectual Herbart and his followers that ideas come first and that feelings are merely relations among them, whereas the reverse is more nearly true. "Many-sided interest" cannot be created so easily as they thought it could unless the basis for it has been inherited. Such theorizing may seem of little moment until we remember that we are constantly admonished to select pupils of high general intelligence for special training. No individual pupil should be made the object of special effort on the basis of intellectual brilliancy alone. Unless he possesses stability of emotional nature, "character," sufficient to keep him headed in a moral direction, we may only be injuring society by developing him exceptionally.

A very able teacher in a metropolitan high school states that he has numerous students who take his work in chemistry simply to gain enough insight to make them skillful at concocting liquids for bootleggers. Mental safety first! And normal intelligence will not insure it unless backed up by normal feelings.

Although, as already indicated, we must lament our imperfect understanding of child nature, we

can at least make the observation, as valuable as it is obvious, that child nature is a composite, a mosaic, of traits, and each child presents a new pattern of them. "Our third child," remarked a family-loving father, "was almost as much of a problem to us as if we had never trained the two preceding him at all." Now, if the school will seek first the higher kingdom of mental health in dealing with each unique conflux of traits known as a child, all lesser things will be added. For example, there is success, something for which the school is supposed to train, and which is also extremely desirable from the standpoint of mental health. But success cannot even be stated in particular, standardized, objective, environmental terms, apart from the talents of him who seeks it.

The Core of the Curriculum

The first step in success-training consists in discovering the candidate's most outstanding and most socially useful traits, and organizing his personality about them as a core. The "core of the curriculum," so long sought in this branch or that, according to the bias of the seeker, is found rather in each child. Clara Bow, in her early girlhood, fortunately had a teacher who knew just why little Clara could not or did not prepare her school tasks. It was because she was paying frequent visits to the moving picture theaters and then going home to act out, before her mirror, how the entrancing part she had studied on the screen *ought* to have been presented. How incomparably more important such practical, qualitative child study was, from the standpoint of future success and mental health, than any array of subject ages, educational ages, and achievement quotients!

If we are going to "send the whole child to school," let us observe the whole child, even if we cannot measure each fraction of him accurately, and let us plan for the mental health of the whole personality rather than for only a portion of that personality.

Planning for mental health would also lead us to place a heavy emphasis, more than is yet common in our schools, on self-mastery, and on the acquisition of those emotional social qualities which, though of lesser value, perhaps, in dealing with the material environment, are so necessary in making human contacts. A young man who had graduated from the business curriculum of a certain school and had taken a position, refused to accept a deserved demotion. A former teacher stirred him with the statement, "You are the only one of our students who has fallen down on us in this way." Roused from his sulky mood, he went back to his work, earned his promotion, and

learned a great lesson both in mental hygiene and in success craft.

"Mastery of one's self prepares for mastery in any honorable career," says Buttrick, and Coffman reminds us that "knowledge alone does not produce a liberal mind." More is required, "a point of view," "an attitude of mind," a "beneficent critical spirit." The University of Kentucky is trying out a new course called "Conferences on Life Interests" in which an attempt is made to develop personal traits that count, such as poise, confidence, composure, tolerance, complimentary appreciation of others, courtesy, and co-operation rather than domination. Can we doubt that any student who can achieve a graduating grade in these and similar qualities will be vastly more healthy mentally and immensely more successful in any vocation outside the hermit's cell? Would we trade the results of such work for those of any other course in the college curriculum?

Kilpatrick does not put his discussion of "the wider problem of method" under the head of "Mental Hygiene," but it is actually a large contribution to that subject. And we are especially indebted to him for pointing out to us that the "marginal responses," "concomitant learnings," the likes and dislikes, attitudes and dispositions, are constantly being drilled into the child's personality. In other words, no matter what bit of the curriculum we are teaching, we are always teaching a lesson in feeling—quite commonly, it is to be feared, a bad feeling. And it is the most enduring sort of lesson, for it is an exercise in habit formation.

Mental Illness a Habit

Now, mental illness is largely a habit,—though sometimes, like drunkenness, an unbreakable one; it is something which, in considerable measure, is *learned*. Further, there is no specific *materia medica* cure for insanity, for the ills of the mind. The cure, when it comes, consists in re-formed habits, re-education. The patient has learned health again. The learning of mental health or the opposite, even by pre-school children, may possibly be indicated by an investigation in a Wisconsin town, which showed that the children born and partially reared during the World War years, when the alien-blooded parents were living under tense nervous strain, were of comparatively low mentality as judged by achievement, thus apparently confirming the previous complaints of the teachers that these children were sluggish as to interest, spasmodic in attention, erratic in memory, and slow to learn.

The big question in the survey of any school system is: What is it giving its attention to

spending its resources on? In which direction is it growing? For as our minds can give supreme attention to but one thing at a time, and as nature develops an organism by the plan of periodic concentration, now on this, now on that, so a school system grows by drives, campaigns, agitations. Inordinate attention to one thing, be it in a personality, a school system, or a state, stops growth in other directions,—as when ancient Rome centered her soul on money and militarism and died of character deterioration.

Further, the line of growth in any system of schools, as among families in a community, is likely to be determined very greatly by rivalry, by desire to outjump the others; and the tendency to follow the herd makes us slaves to the pedagogical prestige of our neighbors. Start the cry of "curriculum revision" and we all bay the scent till we are tired of it. The mental hygienist does not object to these enthusiasms, motivation, measurement, curriculum building, or what not, provided they keep their subordinate place; but is it not astounding that, for example, with all our curriculum building, the teaching of mental health habits, although most important for future success and health, is seldom so much as named by anyone?

Ignores Mental Health and Hygiene

Even the recently revised Pennsylvania teacher-training program of study, in its four-year curriculum in "Health Education," totally ignores the matter of *mental* health and hygiene, both as a pervading spirit and as a subject so named. Yet so long as we are interested in human welfare, it is hard to see how there can be a more important subject than the hygiene of the human mind. Any "health" that does not include mental health is a form of illness.

It is unfortunate that we cannot have in our schools a mental-health and grade distribution table, showing how many are retarded in their mental sanitation, how many are accelerated, and how each class, the healthy minded and the unhealthy minded, are distributed through the grades. When schools compete so vigorously in spelling scores, athletics, and other forms of antagonism, it is to be lamented we cannot find school systems with sufficient initiative and independence to wish to be distinguished chiefly by freedom from nervousness among teachers and pupils, rarity of uncontrolled emotion and adolescent criminality,—by a high health index throughout. Surely the state demands mental health as a basic requirement, and the state does not seem to be getting it.

Shall we have mental safety first?

Function of a Boarding-School Medical Department

Winning the confidence of the pupil and fostering preventive medicine at a time when its lesson of future benefits is easily assimilated is a prime requisite

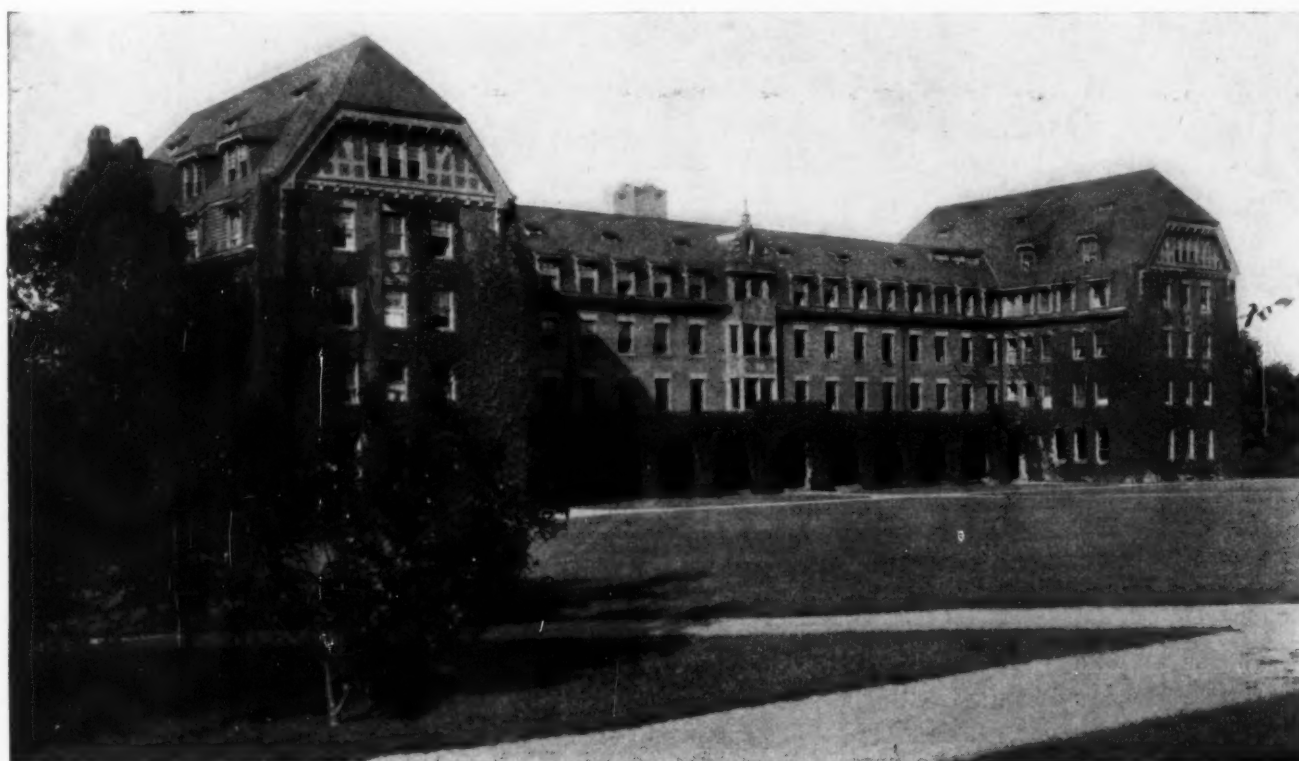
BY S. T. NICHOLSON, JR., M.D., PHYSICIAN-IN-CHIEF, THE HILL SCHOOL, POTTSTOWN, PENNSYLVANIA

GR^{EAT} emphasis is now being laid on the health of the school child, the boarding-school pupil, and the college student. The organization of schools makes the execution of health and medical departments difficult. Public schools, country day-schools, boarding schools, and colleges must of necessity differ in the organizations of their health and medical departments. The Hill School in Pottstown, Pennsylvania, is a secondary school (boarding) of over four hundred pupils from distant cities and states and thirty pupils from the vicinity of Pottstown. Pupils in a school of this kind are under better medical supervision than those in the country day-school, for example. Better supervision can be maintained over the pupils in a school of this kind than in the colleges, owing to the re-

spective ages of the pupils in attendance.

Intensive medical care in schools is a recent development. Many schools have undertaken this work as a distinct entity. We are still, however, in the pioneering stage and are feeling our way. The very nature of the work must be considered in the experimental stage. It is with this idea in mind that I am submitting the outline of the medical department of the Hill School. In the four years of its existence, many changes have been made and as time goes on, many more readjustments will be necessary.

At the outset we attempted to do as much as possible for the pupil while calling little attention to it. At the same time we tried to create an atmosphere of friendliness with the pupils so that they would come to us with their prob-



Upper school dormitory, the Hill School, that houses one hundred eighty boys.

lems. We consider the contact in the dispensary or medical office a valuable one in guiding, through friendly advice, the health conduct of the pupils. Boys who undergo complete physical examination while in school and who are made to see the results of these examinations, will insist, in later life, on better medical care, not only for themselves, but for their families. I cannot over-emphasize the necessity of securing the intelligent co-operation of the student body, and it has been my experience that personal instruction over-shadows any system of instruction in vogue for the teaching of hygiene and its branches. In a large student body the question of time must be considered and it is impossible without a large medical staff, to instruct each boy. When a boy presents himself to the dispensary for advice and treatment, his problem is taken up as intensively as time will allow.

Necessity of Dispensary and Hospital

As will be seen from the outline, a well-equipped dispensary and hospital are necessary. Individual records and records of absences and the cause of absences, and outside contacts, are necessary. Sick calls should be conducted by medically trained people, although it would be a wise school that insisted on each individual master being a "health-officer," in that he should guide pupils with poor appetites who are doing their scholastic work indifferently, into the department especially trained for this work. Sick call in a school conducted by a teacher or even a nurse must be relegated to the practices of the past. Even under a trained eye, such conditions as the onset of appendicitis, pneumonia, and contagious diseases may go too long undetected.

As in all progressive movements, this work throws an extra burden on the administrative and teaching departments, but are not the results worth the effort? After all, the health of a community, whether it be factory or school where a group of people are working to a common end, is a vital economic problem. Funds expended to protect an industrial or school community from disease are repaid by increased commercial output or classroom attendance. Furthermore, eliminating the seeds of disease in the young cannot help but mean a healthier coming generation.

The Hill School, along with several other secondary schools of similar standing, has established a distinct health department. The outline of this department is as follows:

- (1) Hygiene and sanitation of the school community.
- (2) Preventive medicine as applied to the individual and the community.

- (a) Medical supervision of athletic activity.
- (3) Clinical care and technique.
 - (a) Resident medical staff and equipment.
 - (b) Consulting staff of physicians.
- (4) (a) Correction of defects, physical and mental. The former in co-operation with the department of physical education.
 - (b) Instruction and education in elementary biology, physiology, and hygiene.
 - (c) Mental hygiene.

Division I. Hygiene and Sanitation of the School Community. This includes the supervision of a proper and adequate food supply, selection and preparation of food, examination of food handlers for typhoid fever, tuberculosis, and venereal disease, examination of milk and water, sanitary inspection of the school grounds with special reference to the cleanliness of the kitchen, storehouse for food, ventilation of sleeping quarters and classrooms, cleanliness of athletic locker rooms, tuck shops, and the swimming pool.

Division II. Preventive Medicine as Applied to the Individual. Protection against certain known preventable diseases, by the administration of vaccines—small-pox vaccination, protection against typhoid fever, Schick test with toxin-antitoxin immunization, Dick test for scarlet fever—is available to the students in the school. Small-pox vaccination is required but the other inoculations and tests, above mentioned, are not done routinely. Parents are informed in regard to these measures and their wishes are carried out. These measures only become compulsory in the event of exposure of a large number of pupils to the disease, when they apply to the entire student body. If a small group of boys have been exposed, they are tested and immunized.

Information from Home Physician

Physical examinations cannot be done at the very opening of school; therefore, we try to obtain health information, both from the parent and the home physician. Information obtained from the parent is in the nature of a medical history, while that from the home physician relates to the physical makeup of the student, and covers the following information: (a) Condition of the heart; (b) response to physical effort; (c) history of rheumatic fever; (d) history or evidence of tuberculosis; (e) history of frequent tonsillitis; (f) history of convulsions; (g) presence of hernia; and (h) have you found anything in your examination that would justify a limitation of physical activities?

As early as possible after the boy's arrival, a complete physical examination is made including height, weight, state of nutrition, posture with

photographs, ear, nose, and throat with special attention to diseased tonsils and adenoids, and eye, dental, and laboratory examinations.

The positive findings are communicated to the parents and to the home physicians with suggestions as to correction.

As one would expect in a group of this kind, there are certain boys below par; they are underweight and under-developed. Their power of endurance is not equal to that of average boys of

heritances, such as the asthmatic or the hay fever susceptible, deserves consideration. Rest, the easing up of his schedule, allowing the boy to pick his recreation, an extra amount of nutritious food, will do much to restore self-respect in the boy and the esteem of his teachers. A square peg will not fit a round hole and it is the duty of men and women who have the responsibility of teaching children, and medical people who have charge of the health of these pupils, to discover these



The outdoor gymnasium, which is used throughout the winter for calisthenics, boxing, and basketball games.

similar age. It is from this group that many of the scholastic and disciplinary problems arise. This type of boy is trying to carry as heavy a load as the robust one with excessive strength and energy. I feel that something has been accomplished by recognizing this group and attempting to prevent fatigue, a very important matter in the life of a growing child. The avoidance of fatigue frequently means the avoidance of illness.

Boys at their growing period should be allowed certain times to do as they please and express themselves in a natural way. If they are uninterested in the type of work they are doing, they become fatigued more easily than the boy who is interested in his particular line of work. Then, too, the physical makeup of the boy with his in-

misfits. Medicine has already gone a long way to explain the so-called incorrigible boy.

We vary our protective measures according to the situation with which we are confronted. In a community like ours where a large number of people live in close contact, control of epidemic diseases, once they are introduced, is most difficult. No set rules will apply to each incident. The general laws of disease prevention must prevail. For example, scarlet fever prophylaxis must differ from that of mumps.

The director of physical education co-operates fully with the medical department and will not allow a boy to go into major sports until the medical department approves. Boys who have recently recovered from acute infections are allowed only the lightest exercise until the medical depart-

ment advises the physical department that the boy is ready for more strenuous work. Likewise, the medical department recommends to the scholastic department that owing to illness and during convalescence, the schedule should be curtailed. Close co-operation is necessary to carry out a program of this kind. The teacher, jealous of the boy's time, and the doctor, unwilling to give as well as take, would easily make the smooth execution of a department of this kind impossible. It is difficult for teachers to see things through the eyes of physicians and vice versa.

Division III. Clinical Care and Technique. A well-trained dispensary staff with adequate office hours is necessary. The dispensary is equipped to care for the conditions treated in a group of this kind, viz: Colds, fractures, injuries, gastrointestinal disturbances, skin infection, etc. An x-ray outfit, diathermy apparatus, quartz lamp, small drug shop, dressing tables, adequate waiting rooms, and private offices, are maintained as part of the dispensary equipment. Dispensary visits and treatments have averaged between four and five thousand per term of ten weeks in the past four years. The ratio of dispensary visits to infirmary admissions averages about twenty-five to one. It is evident that many of the dispensary visits are unnecessary, but how is the boy to know whether the ailment needs medical treatment unless he is so advised? To my mind there is where the healthy contact between a department of this kind and the student body is best maintained.

Service Built Around Laboratory

The clinical laboratory with a trained technician is maintained as a part of the hospital equipment for the examination and study of the usual clinical material. The medical service of the Hill School is practically built around the laboratory.

The hospital contains forty beds on three floors—twenty beds in four wards, equipped with cubicles, ten beds in five rooms, also equipped with cubicles, the remaining ten beds being in single rooms chiefly for isolated cases. There are two sun-parlors, operating and sterilizing room, and chart, treatment, and supply rooms.

The hospital rate of admission per term of ten weeks is approximately two hundred. Many cases apparently not needing hospitalization are sent in to prevent a more protracted and serious illness. This feature immediately designates the medical service of a school as unique, and therein lies the chief difference between a medical service in a community making an effort to practice preventive medicine and the usual hospital admissions for general medical care.

The resident personnel consists of the following: Medical director, associate medical director or school physician, four nurses, laboratory technician, and secretary, while the non-resident is as follows:

Consulting surgeon, two internists, psychiatrist, dermatologist, eye specialist, ear, nose, and throat specialist, orthopedist, and two dentists.

Major Surgical Operation Procedure

In the event of the necessity of a major surgical operation, our procedure is as follows:

We will take appendicitis for illustration. During sick calls at hours immediately following breakfast, luncheon, and just preceding dinner, a boy who complains of symptoms indicative of appendicitis is put to bed in the hospital and an examination is made, including physical, urine, and blood. If his condition will allow an ambulance trip to Philadelphia (thirty-seven miles) he is sent to the service of the consulting surgeon. The parents have been communicated with in the meantime and permission for operation has been obtained or, in some instances, refused. Whether or not an operation is indicated, the boy is put under the care of the consulting surgeon. On the other hand, if emergencies arise in the school and there is not time enough to get the patient to Philadelphia, the school hospital is fully equipped for surgical operations and the consulting surgeon comes to us. The headmaster leaves the handling of medical cases, especially of urgent nature, entirely to the school medical department.

Division IV. Correction of Defects. (1) Advice is sent to the parents in regard to correction of defects.

(2) The clinical record of the boy throughout the year gives valuable information and further evidence of the susceptibility to disease, the necessity of rest, the limitation or the expansion of the school schedule, the capabilities of the individual, and the recognition of what his limitations should be.

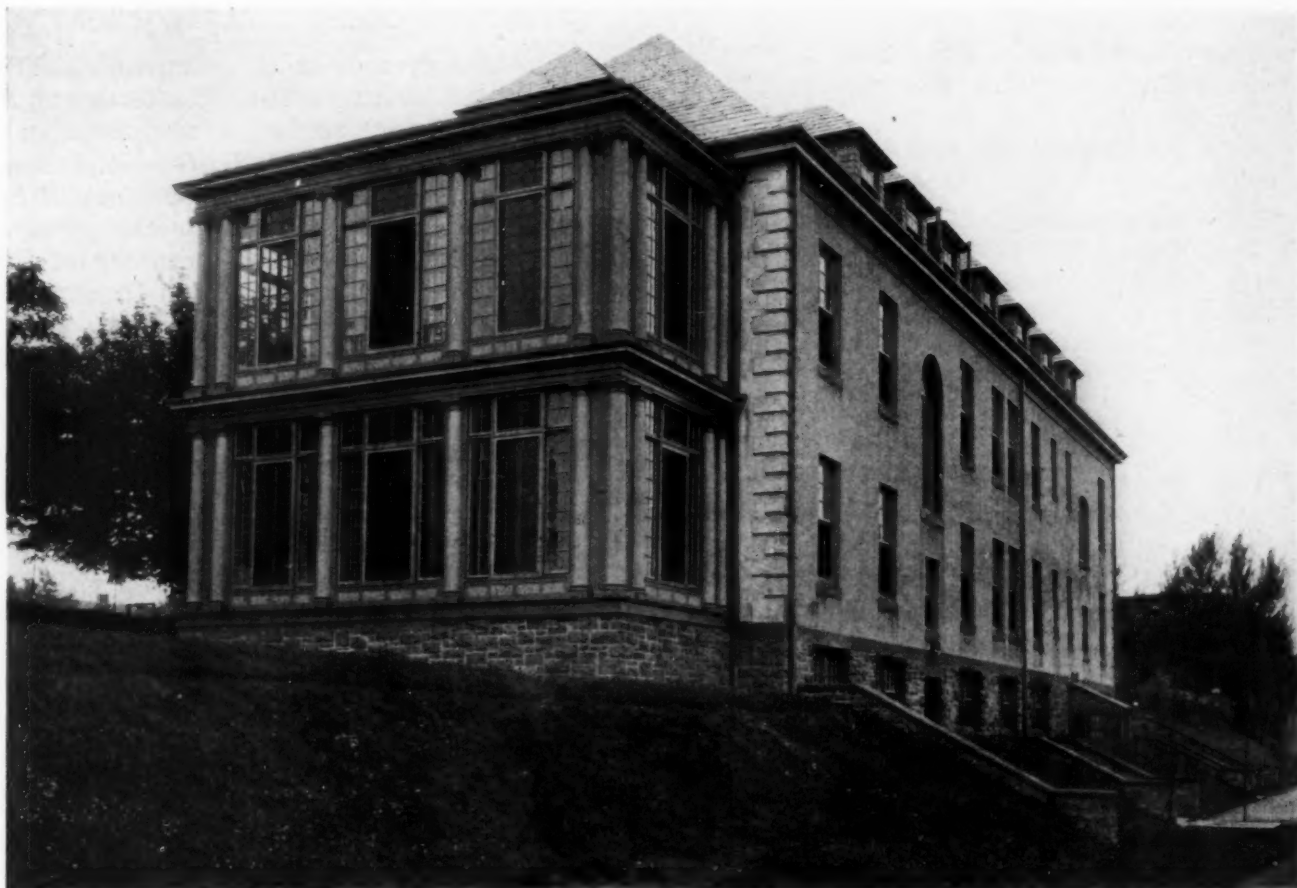
Instruction in elementary biology, physiology, and hygiene and the study of mental hygiene have been introduced into the school through a course of general biology, physiology, etc., under the direction of a man especially trained in this work. The boys are informed along certain general fundamental hygienic and scientific lines as to the structure and function of the component parts of the human body. The boy is not told how to conduct himself but we feel that it is a duty to give him the necessary information. Instruction of this kind must be a part of the school curriculum if we hope for success.

A non-medical man has been added to the facul-

ty to teach "elementary science." It is hoped that this teaching will be closely co-operative with the medical department and certain lectures and assignments are to be given by the medical department personnel. Occasional lectures by a physician to a large group of boys, to my mind does more harm than good. The sex phase of life is the usual subject of these talks. They do no good and it is generally recognized that "sex" in no way should be emphasized. The subject should be incorporated in the regular course

phases can be dealt with if early recognized and properly treated.

Frequently, borderline cases are so indistinct that it would be a mistake to let the boy feel that he is being observed for any mental abnormality. Instead of a resident mental hygienist in a group such as ours, I believe this work can be best handled through co-operation of the men who come into closest contact with the boys, the school physician, and a consulting psychiatrist, although the wishes of the parents must be considered. Every



Infirmary, the Hill School, Pottstown, Pennsylvania.

of instruction. Isolated and emphasized talks of this nature serve to increase a boy's introspection and morbidity, and the element of inspiring fear should be eliminated.

Mental problems that deserve consideration by a trained psychiatrist come under the observation of leaders in school and educational work with every group of boys and girls. Many of these problems in the past have not been properly analyzed and the boy has been stamped as "vicious." A boy with perverted tendencies should not be allowed to remain a member of a community of this kind, but I do not believe that he should be dismissed as vicious. He needs treatment. A sick mind is as important to treat as a sick body. Early manifestations of abnormal mental or sex

qualified teacher of the young should be a mental hygienist. Last year a qualified physician was attached to our staff as mental hygienist and his approach to the student body was through the medical department, but he was quickly branded as a mental hygienist and his usefulness was questionable.

The correction of faulty posture is an activity conceived and put into effect by the head of the physical educational department. The spirit of competition such as a boy gets from a football or baseball game is absent in the corrective exercises for posture; therefore, it is a difficult problem. By photographing a bad posture, a direct mental stimulus is given the boy to improve his condition and if he has a group D (the lowest)

rating, he is anxious to improve it. We try to show the boys that a strong relation exists between good posture and qualities of character, efficiency, courage, and personality; also that it is vastly more difficult to develop a strong and healthy body after the age of eighteen than between the ages of fourteen and eighteen when the body is developing.

There is an average yearly dispensary visiting list of 15,000 with about 600 hospital cases. Over three-fourths of all medical conditions treated are diseases of the respiratory tract; namely, the common cold which we designate acute rhinitis, occasionally complicated with sinusitis, otitis media, bronchitis, tonsillitis, pharyngitis, influenza, and pneumonia. About five per cent of the total number are complicated with the above named conditions. Pneumonia accounts for .8 of one per cent of cases on the average (four-year estimate). Pulmonary and glandular tuberculosis are rarely seen (two known cases for the year 1926-27). Diseases of the gastro-intestinal tract are practically limited to catarrhal jaundice, appendicitis, and indiscretions in eating.

Typical Cases Handled

There are twenty-eight cases of hay fever, under treatment this year; asthma cases total three or four yearly (four-year average); blood, anaemia secondary; ivy poisoning; the acute exanthemata; acute rheumatic fever, tonsillitis and endocarditis (acute and chronic) occur occasionally. Each year there is a group of about ten boys under close medical supervision with history and evidence of this condition; occasional hypertension, two cases discovered yearly (four-year average).

Fatigue has been previously mentioned. A great deal of attention is paid to this and it is avoided as much as possible. Little is said to the boy about it for fear that our attitude may be abused by some.

Of the surgical diseases, the following appear:

Few herniotomies (two for the year 1926-27); twenty appendectomies; twenty-six fractures approximately yearly; infections; skin wounds; furuncles; and inflammation of cervical glands.

I am convinced that early manifestations of disease may be discovered in childhood and early adult life, which, if properly brought to attention, may be corrected. The diseases that attack the human body in middle and later life are rarely curable. If the young can be spared the effects of scarlet fever, repeated infections in the tonsils, and scores of other diseases which may leave life-long traces, we have done something worth while. Drilling into their subconscious nature

fundamentals of a healthy body and a healthy way to live is one of the chief functions of the medical department and I am quite sure that I am correctly stating the attitude of the people who are back of this move in saying that this view, along with the equipment to give the school child the best medical attention in the event of an injury or illness, is as essential to the life of a group of children and young men and women as is the curriculum.

Selecting Competent Teachers

One of the great tests of a superintendent's efficiency is his ability to select good teachers. If he will nominate any teacher because she is suggested by influential friends, he thereby demonstrates that he is unfitted for his position. If he makes careful inquiry regarding each applicant from people who really know something of the applicant's ability as a teacher, and then makes his nominations irrespective of religion, politics, or residence, the board usually feels somewhat assured that every effort has been made to secure the best teacher for the position, according to W. S. Deffenbaugh, *Bureau of Education Bulletin No. 2*.

Another test is whether the superintendent has the ability to inspire his teachers with high ideals and to help them solve classroom problems. No matter how carefully a superintendent selects teachers, most of them will need help. In a small city some will be just out of normal school, and though they have been well trained they will need to be adjusted to real conditions, while others may have had experience in a country school without much supervision. All these must be helped, and if many fail, provided due care has been exercised in their selection, it is evident that the superintendent has not been doing his duty. If many pupils of normal ability and well prepared for the grade fail under a teacher, suspicion is not wanting that the teaching has been poor; so if many teachers fail, suspicion points toward the superintendent. He should be asked to explain why the teachers are failing in the work they have been prepared to do.

The superintendents who do not visit classrooms with the thought of helping teachers by means of frank talks and constructive criticism are doing little to help improve their teachers. A mere office superintendent can do little to improve his teachers. His principals may render much assistance, but in a small city the superintendent must himself make a first-hand diagnosis of the case for, after all, the success or failure of the teacher lies in his hands.

A New Adventure in College Teaching

Experimental College, created at the University of Wisconsin, deviates from accepted academic teaching standards and offers a new and practical viewpoint of education

BY M. V. O'SHEA, PROFESSOR OF EDUCATION, UNIVERSITY OF WISCONSIN.

THE University of Wisconsin is testing a new method of college instruction. It has established an Experimental College that began operation in September, 1927. It is a college within a college. The College of Letters and Science, one of the colleges comprising the University, has created the Experimental College by segregating a certain number of students and teachers under special circumstances and with a special commission. The purposes and general plans of the new college have been set forth by the president of the University, Glenn Frank, substantially in the following terms.

Experiment Encompasses Men Only

For the first year, only Freshmen men have been admitted. The coherence of the two years of the new curriculum of the Experimental College requires that students begin at the beginning if they are to realize its full meaning. The combination of both residence and instruction, both living and learning, in the dormitories is an essential part of the Experimental College plan. This combination of residential and instructional life presents difficulties that make it necessary, for the time being, to carry on the work of experimentation only with men. The problem of extending the experimentation to a group of women will be considered at the earliest possible moment.

Four sections of the new Adams Hall have been reserved for the Experimental College. These sections are occupied by the unmarried members of the teaching staff, the Fellows, and the student body of the Experimental College. All of the members of the teaching staff have their offices in these dormitory sections, and spend the greater part of their working time there.

This arrangement assures two things of fundamental importance in college education. First, a sustained and intimate contact between teachers and students; and second, the students have the double advantage of a small community in a

large community—of a small college in a large university.

Students in the Experimental College lead a life different from and yet in some respects identical with the life of the students in the College of Letters and Science and the other colleges of the University. Their life is different in that they follow their own special course of study and have the advantages of a special method of instruction. Their life is identical with the life of other students in that they live in the dormitories and take their meals in the nearby refectory. They are members of the regular Freshman class of the College of Letters and Science. They are eligible, exactly as other students, to all student activities of their class, including athletics. They are able to pass on into the Junior and Senior classes of the University of Wisconsin for liberal or pre-professional work, and to continue such further professional work as they may choose. In short, they participate in the general life of the University, just as if they were pursuing the conventional courses, free to make extensive associations in the University.

New Study and Teaching Methods

The course of study in the Experimental College differs decisively from the course of study usually followed by Freshmen and Sophomores. It differs in the subject-matter that is studied and also in the methods of study and teaching employed.

By deliberate intent, the teaching staff has refrained from working out in advance a hard-and-fast detailed course of study to be imposed without change upon the students from the first day. The teaching staff has adopted a frankly tentative agreement on the broad outlines of a scheme of study and teaching by which teachers and students have begun to work in a co-operative quest for that insight and understanding that, by common consent, should be the fruits of any genuinely liberal education. The details of this scheme of study may be altered or modified from time to

time in the light of the month-by-month experience of this teacher-student group.

The larger outlines and leading ideas that dominate the Experimental College are, however, well established, and may be simply stated as follows:

The course of study rests upon the principle of a study of situations rather than a study of subject. That is to say, instead of studying the various sciences, economics, history, literature, psychology, sociology, and other subjects as if they were separate and distinct things, and then later—probably after graduation—trying to bring the separate knowledge of these separate subjects to bear upon the task of understanding and of living and working intelligently in a complicated civilization, the students of the Experimental College, with the counsel and co-operation of their teachers, are, figuratively speaking, putting coherent episodes of civilization upon the table, dissecting them, seeing what forces animated them, what motives moved them, and what factors—racial, political, social, economic, religious, philosophical, or scientific—were at work in them.

In this process of dissecting various coherent episodes of civilization, the students, with the counsel and co-operation of teachers with specialized knowledge, are reaching out into all the separate fields of subject-matter usually taught in colleges for whatever light they need to have thrown upon the episode in question in order to understand it. Thus, instead of studying separate subjects more or less for their own sake in the hope that the knowledge and discipline gained in their study may be useful later in the task of understanding the situation they may face, the students of the Experimental College begin at the other end, by trying to understand typical situations, searching for and mastering subject-matter in various fields if and when they need it in their adventure in understanding.

Episodes To Be Optional

Just what episodes will be studied in the course of the two years is a matter that has purposely been left somewhat tentative, to be finally determined in the light of growing experience. The assumption upon which the experiment began, however, is roughly as follows:

The Freshman year—or a good part of it—is devoted to the study of pre-scientific civilization, a civilization that managed to function without the influences of modern science and modern invention. The episode that seems best fitted for this study is the great period of Athenian civilization when so many of the ideas that have remained alive and creative to this day were first thought out and expressed with an unequalled clarity and

completeness. It may be necessary, during the Freshman year, to make also a similar survey of the Middle Ages, a period in human experience that has been much misunderstood by the average educated man, but which is rich in the light that its study can throw upon some of the unlovely things we have carried over from the Middle Ages as well as upon some valuable things we have forgotten to carry over therefrom.

The Sophomore Year

The Sophomore year may be devoted to the study of a civilization that has come under the influence of modern science and modern invention. Some such coherent episode as the "Industrial Revolution" that came from the introduction of steam and machine power into production, the study of which would lead the students to make heavy drafts upon a wide range of subject-matter and compel them to face most of the factors that dominate our contemporary civilization, may be chosen. A similar study of nineteenth-century English civilization may be regarded as an even richer and more thoroughly representative episode for contrast with the study of the Freshman year. A study of American civilization is also a possibility.

It has often been remarked that, while our colleges and universities succeed admirably in producing men who think clearly, objectively, and creatively within the boundaries of their particular specialties, scientific or otherwise, our colleges and universities do not produce, with an equally consistent success, men who think clearly, objectively, and creatively outside of their specialties. But men's specialties and professions must sink their roots in the whole of the social order, and men must adjust themselves to the complicated whole of their civilization, if they are to practice their specialties with maximum effectiveness, to say nothing of the duty and satisfaction of being clear-minded and creative-minded citizens—citizens able to think and act without prejudice and with perspective.

The students of the Experimental College, for a large part of their time at any rate, will be actually practicing the task of thinking clearly, objectively, and creatively about the complicated whole of successive episodes of civilization. If this practice in the art of science of understanding a civilization or a social order bears the fruit its proposers are hoping it will, we may expect the result to be educated men who will not only better understand the life of their time, but who will be better specialists as well.

The study of these successive episodes in civilization is not a "historical" study. It concerns

itself with the problems and perplexities that men have faced in these episodes, as we face problems and perplexities in modern America. It looks into the various plans and programs that men have brought to their problems and to their perplexities—some of them futile, some of them successful. In the study of Athenian civilization, for instance, which were the elements of strength and which the elements of weakness in the social, economic, and political life of ancient Athens? Such questions lead the teachers and students of the Experimental College into adventurous research in many directions and the lines of such inquiries lead both teachers and students far outside the boundaries of Athens—back into civilizations more ancient than Athens, and down to our immediate present. For—it is important to repeat—the study of the Experimental College is not simply a “historical” study; it is a study of the whole human experiment as it may be seen in representative episodes of civilization. Monopolies, for instance, were not unknown in Athens; the problems of political co-operation and federation have troubled not only the Athenians, but the American Indians, and the Fathers of our own Constitution, and the statesmen at Versailles.

Teachers and Students Study Together

In the Experimental College, it is not so much a matter of teachers teaching students as a matter of teachers and students studying together. The objective is a college in which teachers teach less and less and students study more and more. The teachers do not consider the authoritative dissemination of knowledge to the students as their primary function; they look upon themselves as provokers and guides in the process of learning. It is a case of a group of intelligent men, each with a fund of specialized knowledge, joining with a group of students in a common effort to understand the problems of living and of learning, as these problems may be seen in episodes of civilization. The teacher, from the point of view of the idea animating the Experimental College, must not be a crutch upon which the student may lean, but he must be a challenge that the student must answer. This is what is meant—at least part of what is meant—by the phrase “a community of learning” that has appeared again and again as a sort of refrain through the discussions of the Experimental College.

At the beginning of the year each member of the teaching staff becomes identified with a group of ten or a dozen students whose work he supervises. A number of times during the year the groups are shifted so that members of the teaching staff can get new groups of students and the

groups of students can get new teachers. There are but few lectures in the formal sense. There is little, if any, classroom work in the formal sense.

Respecting the successive episodes of civilization to be studied, there is brought together a comprehensive collection of the literature of the period or the project in question, together with critical studies of that period or the project. The students are set to reading these books. They are all studying the same period and the same problem at the same time, and the teachers are all studying the same period and the same problem at the same time. The students submit reports and memoranda upon their reading, as a basis for group discussion and for conferences between teacher and student, which are held regularly. The teachers do not simply have occasional office hours, to permit students to bring in their difficulties and talk them over, but are available for counsel and guidance a large part of the working day.

There are meetings of smaller or larger sections of the student body for the discussion of particular topics. There are occasional talks by members of the Experimental College staff and by scholars outside the staff.

The Experimental College has not started with any dogmatic feeling for or against lectures. They will be used if clarification of the situation under discussion calls for them. But their use is left elastic. Professor A is not scheduled for a lecture every Monday, Wednesday, and Friday at eleven o'clock, or Professor B every Tuesday and Thursday at ten o'clock. That is to say, the lecture “system” is discarded and the lecture is left as an occasional tool to be used, not an established system to be followed.

Project an Informal Gathering

All of which is to say that the process of learning in the Experimental College is kept informal, just as the process of learning is informal and intensive in any group of intelligent adults who have come together for the purpose of unravelling and understanding an important situation or problem.

Examinations are devised to test the ability and industry of the students. Here, again, every effort is made to improve upon existing methods of examination. It may be that the examinations of students in the Experimental College will in the future be set by teachers not on the teaching staff of the college. In any case, the results of the work in the Experimental College will be subjected to outside scrutiny.

Despite the fact that the course of study in the Experimental College is decisively different from

the course of study pursued by students who take the regular Freshman and Sophomore work in the College of Letters and Science, the students of the Experimental College are not penalized in the matter of credits when they go on to complete their four years of work in the College of Letters and Science. It is provided that students who have completed the work of the two years of the Experimental College to the satisfaction of its teaching staff will be granted full Junior standing exactly as if they had pursued the regular Freshman and Sophomore courses in the College of Letters and Science.

There are a few qualifications to this blanket provision. And certain problems of adjustment will arise in the case of students who propose to enter one of the more highly technical professional courses. The whole scheme has retained an elasticity that will make it possible to work out with individual students many of these necessary adjustments. But the student, intending to enter one of the highly technical professions such as engineering or medicine, who really believes that a broad liberal training will give him the best possible foundation for his technical work, will doubtless feel justified in entering the Experimental College and frankly facing the difficulties of adjusting its less technical course of study to his later work, even if it proves necessary to devote somewhat more time to his total preparation.

Qualifications of the Janitor

"The importance of the janitor's position should be sufficient reason for requiring that in every case he pass an examination testing his fitness for the work he is expected to perform," states J. A. Garber in *Bureau of Education Bulletin No. 24*. "Competitive examinations for janitors are just as necessary as for teachers, and all appointments should be made upon the basis of merit and demonstrated fitness, and never because of political influence, personal friendship, or the whim of the school board. Every school system should adopt for itself a minimum standard, below which janitors should not be allowed to fall. We have fairly well-established standards of efficiency in many other kinds of public service, as well as in private affairs, where less money is spent and where the service is less important from the standpoint of public welfare. Elementary teachers in most cities receive less pay than the janitors, and yet they are required, very properly, to reach and maintain standards of efficiency involving the expenditure of much time, money, and effort.

"A few years ago the qualifications of a school janitor were not so exacting, but the proper op-

eration and care of a modern school plant require a man with considerable and varied scientific knowledge and training. He should not only know how to build fires and keep them going, but he should know why a fairly even temperature should be maintained, and what the injurious effects upon the human system are when rooms become excessively hot or cold. He should not only know how to operate a ventilating system, but he should have a clear understanding of the need of fresh air, and the injurious effects of stale, impure air.

General Knowledge Needed

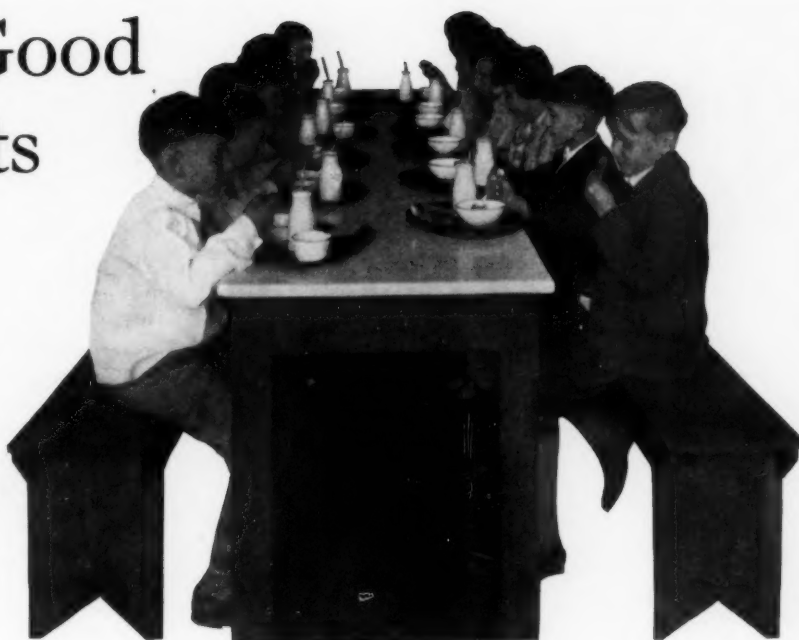
"A school janitor," he continues, "should be required to have sufficient knowledge and training in mechanics to be able to handle and care for gas engines, electric motors, and switchboards, to control plumbing fixtures, to take proper precautions against the spread of fires, understand the use and management of thermostats, and the various modern aids to good sanitation. It is little short of a crime for a city to go to the expense of erecting modern school buildings and equipping them with up-to-date apparatus and fixtures, and then turn them over to janitors who do not know how to care for them.

"Before any one receives an appointment as janitor, it should be known that he has expert knowledge of the best modern methods of cleaning, sweeping, dusting, and general sanitation. He should know how to oil floors and keep them in condition; he should know the necessity for sweeping compounds and how to make them. It is no small task to keep several acres of floor space neat and sanitary in a schoolhouse full of children, and if a janitor is to be successful he must not only have a genuine love for cleanliness himself, but he must know how to remove dirt and dust in the most effective manner. There is no sufficient reason why scientific knowledge and methods should not rule in the janitor service just as fully as in any other department of the school system.

"Another matter that should always be carefully considered in the selection of a school janitor is the element of character. He should be a man of good morals and of good habits, and should have such a genuine interest in school boys as to altogether discountenance any tendency towards vulgarity or improper conduct in any part of the building or anywhere on the premises. In his daily contact with the boys in the basement, toilets, halls, and on the playgrounds, if he is coarse, careless, and immoral, or is a man of low or questionable habits, he will necessarily exercise a degrading influence upon them."

Developing Good Diet Habits

by
Proper
Cafeteria
Control



BY EMMA SMEDLEY, DIRECTOR, PUBLIC SCHOOL LUNCHES, PHILADELPHIA

DAY after day we are realizing the fact "we eat to live," and to live means to be in the best mental and physical condition that nature intended, in order to meet the perplexities and temptations as well as the duties and joys of life. Food is one of the vital condiments of physical health from which develops a keen mind, a moral and useful living.

The school cafeteria is now recognized as an important part of the organization of the well-regulated senior and junior high school and in many elementary schools throughout the country. Growing girls and boys need a warm, wholesome noon meal which refreshes and restores them to an attentive attitude for the afternoon studies. It has been pointed out that where no cafeteria exists in schools, the grades are lower, the children restless and underfed. We cannot expect the child to flourish if we do not give it the proper fuel.

Most Parents Prefer School Lunches

With the limited time allowed for the lunch hour, it is unsatisfactory to have the pupils going away from the building for their lunch. Even where the pupils live but a short distance from the school, they are likely to be detained in getting their lunch at home; they are also subjected to the ever increasing possibility of accidents on the street, and most parents prefer to have their children patronize the school cafeteria. They realize that it is more healthful for them to eat the simple hot food provided at the school. They also realize that this food is really cheaper than a

luncheon prepared for them at home, or carried with them to school in a lunch box.

The school lunch offers wonderful educational opportunities. If schools are teaching "reading, writing, and arithmetic" why not at the same time through the school cafeteria, teach the pupils to spend wisely, to know the value of food, to form good food habits, to observe the cleanliness and sanitary conditions under which the food is prepared and served, to teach them to eat in a mannerly fashion, and to assume their civic responsibilities through daily contacts with others at the lunch hour?

A Balanced, Carefully Prepared Lunch

The well-organized school cafeteria gives the pupil a balanced, carefully prepared lunch, attractively served, a good quantity at a minimum cost. The menu is so arranged that there is little doubt that a pupil gets his requirement of nourishing lunch. Yes, crackers, ice cream, and sweet milk chocolate may be sold in the school cafeteria, but no hungry girl or boy will eat candy or ice cream when they see cocoa, hot soup, creamed peas, or mashed potatoes steaming within their reach. The pupil aims to satisfy his ravenous appetite; his experiences have taught him that candy or ice cream alone do not do it.

A daily menu giving soup, one meat, two or three vegetables, two salads, a lettuce sandwich, a meat, a cheese, and a sweet sandwich, one milk dessert, one jelly, one baked dessert, one cooked fruit, and ice cream, in addition to bottled milk, cocoa, sweet chocolate, fresh fruit, and two or



Above and below, junior high-school kitchen, showing modern electrical equipment and gas range and aluminum steam cookers.



three kinds of cookies, should be ample variety for any one day. The counters should not be loaded with a great variety of unessential or unwholesome foods, as hot "dogs," coffee, pies, and pickles, simply to attract the eye and to turn pennies into the cash drawer.

Many school cafeterias make the grave mistake of serving too great a variety of food at one time and of not changing the variety from day to day.

school. Some of the advantages of centralization are: Economy and better values through large scale buying, uniformity of food materials, size of portions, and selling prices, reduction of clerical help, saving of cafeteria manager's time, checking of food supplies and waste through central records, and stimulating competition among the workers. The centralized system is also a great advantage to the small school that may not



Elementary-school kitchen showing convenience of counter. The window sash at the front of the counter separates the kitchen from the dining room.

A display of pastry, cakes, and candy is very tempting to the eye and is calculated to encourage pupils to purchase foods that are unsuitable for the noon lunch from the viewpoint of health, because little real nourishment is derived from this type of food.

As regards the business side of the school lunch problem, it is like any other business; centralization makes for economy in production and administration. In many cities having a number of schools, the lunch system has been centralized under one office, which is the buying and administration center and acts as a clearing house for all records and accounts, and offers constant supervision and direction of the work in the individual

be self-supporting in that it benefits from the profits from the large school and receives the same service, the same quality of food in equal portions at the same price.

Equipment for the school lunch should be planned to take care of the physical needs of the pupils and teachers with the least overhead expense. The character of luncheon served should determine the space allotment and equipment required. Some modification of the self-service or cafeteria plan has simplified the school lunch problem, making it possible to give prompt service and to sell the foods at a reasonable price.

Many school cafeterias are built from plans submitted by a kitchen equipment house, whose only



Students' lunchroom showing counter, cabinets, and portable tables and chairs in place of usual stationary tables. The kitchen is located behind the counter.

knowledge of the need is based upon experience with the commercial cafeteria. As a result, a school providing a simple luncheon for from five hundred to one thousand pupils will often have equipment sufficient to handle an elaborate commercial cafeteria serving two or three thousand persons, causing an original expenditure of several times as much money as was actually needed to handle amply the number to be served in the school. The expense to the school of maintaining a lunch service in this elaborate cafeteria is out of proportion to the volume of business which can be expected from the limited number of pupils. To meet these expensive overhead costs, the volume of business must be increased, so the menu is frequently filled with foods from which a high profit can be derived, but which are highly unsuited to meet needs of the growing body. A greater variety of food is also served each day to tempt the pupils to increased purchases, and soon the original idea of a simple, wholesome school lunch is abandoned.

The school lunch manager, or school dietitian, should be a graduate of a recognized school of home economics and should have had special training in institutional management. She should be fortified with a generous amount of common sense and sound judgment. She should have busi-

ness ability, tact, a cheerful disposition and poise, and, above all else, she should be drawn into the work through a knowledge of and a genuine interest in the subject of school feeding, so that at all times she pledges her energies to maintain ideals and standards. Her duties should be to prepare menus, to direct the workers in the preparation and serving of the food, and to be responsible for the supplies, the money received, and the necessary reports of the work. She should ever be ready to co-operate with the principal, teachers, or pupils in meeting new problems. The success or failure of the lunch is largely dependent upon the attitude and ability of the manager.

Pupils Co-operate With Management

In Philadelphia, in a school building accommodating two thousand pupils and one hundred teachers and serving the menu referred to above, fifteen women and one man are employed to do all the work in the kitchen and lunchrooms. The pupils are not employed for any of the routine work, but are expected to co-operate with the management in keeping the dining rooms neat and orderly during the lunch periods.

The service is different from the usual cafeteria. The pupils form in three lines at right angles to the counter. As each pupil steps in turn

to the counter, he or she receives the food, pays for each article with a lunch coin, and then takes it to the table. The average number of pupils actually served with this system is fifty per minute. Many of the schools have three half-hour lunch periods with six hundred pupils per period; this makes a record of eighteen hundred served in thirty-six minutes. Fifteen minutes are given between periods to refill counters. When the pupils have finished eating they stack the dishes in trays, place papers and refuse in trash receptacles, and leave the lunch tables and room in readiness for the next group of pupils that follows them. This care for the appearance of the room is an important part of the training in good citizenship.

Business Organization Varies

The relation of the cafeteria to the school organization varies widely in different parts of the country and in different types of schools. In some cities the lunch service is included in the home economics department, in others, the parent-teachers association has complete control of purchases, menu, etc.; while, again, a concessionaire is permitted to serve lunches to the pupils, using her own ideas of suitable food, prices, and size of portions. In Philadelphia, the lunch service is

centralized in the division of school lunches under the direct supervision of the superintendent of schools and the secretary and business manager of the board of public education. The board of education gives the director of this division freedom in the expenditure of the school lunch receipts and requires that all expenses, salaries, and food purchases be paid from these receipts, except the initial equipment, which is provided by the board.

Character Building

The school cafeteria is unquestionably a link in the chain of progress for the health of children, but it should be made to minister soundly to the nutrition needs of the growing bodies, instead of merely catering to appetite whims, or functioning as an expensively equipped commercial cafeteria in anticipation of considerable profit. It should also serve as an educational center, teaching wise food habits and lessons in courtesy and consideration for others. This can best be done by supplying each day a simple menu, as outlined above, always of the best quality food, prepared with great care and served attractively, the variety being secured by varying the menu from day to day. A minimum kitchen equipment should meet the requirements of this simple lunch,



Lunch time in a junior high-school lunchroom. The stools are attached to the tables, swinging out into position when in use.

thus reducing the cost of service, as well as supplying an ideal school lunch.

The public cafeteria has won for itself a permanent place in the feeding industry. The cafeteria plan is being used successfully by many hotels in connection with the employees' dining room. By this method each person is served promptly, the food is kept hot more easily, and less time is consumed at the tables. Some hospitals have adopted the cafeteria service for the nurses' breakfast and lunch, but maintain the table service for dinner. The same scheme may be found practical for the boarding school and college.

Fire Hazards and the Janitor

"Perhaps the most important matter resting upon the janitor in connection with his management and care of the school plant, is his responsibility in relation to fire hazards and the safety of children," states J. A. Garber in *Bureau of Education Bulletin No. 24*.

"H. W. Forster points out that the most effective safeguard against fire danger is to prevent fires from starting. This can only be done, of course, by removing, as far as possible, the causes from which fires originate. Some of the most common causes of fires in school buildings are overheated furnaces and carelessness in firing, leaky gas pipes, careless use of matches by smokers, accidental ignition of waste paper, spontaneous combustion among supplies and accumulations of rags, waste, old materials, etc. It is evident, therefore, that one of the principal elements in the removal of fire causes in school buildings is efficient housekeeping, and especially in keeping basements clean and in order.

"Various inflammable liquids, such as benzene, gasoline, alcohol, kerosene, linseed oil, and turpentine, are used in connection with technical courses in school, as well as by the janitor for cleaning and other purposes. These liquids frequently find their way into buildings in considerable quantities. Some of them are spontaneously combustible and burn very rapidly when ignited, even to the point of explosion. Whether or not all such liquids are kept in safety cans at all times, and when not in use are carefully stored away in the safest possible place, either within or outside of the main building, depends upon the intelligence and faithfulness of the janitor. Such materials are frequently found carelessly scattered around, or thrown together in a corner or dark room in the basement, along with accumulations of broken seats, broken ladders, worn-out brooms and mops, waste, rags, and the like, some of which are more or less saturated with oil or wax and

are subject to spontaneous combustion," he continues.

"Such accumulations of inflammable material, old worn-out supplies, and junk of all kinds, are responsible for the very common origin of fires in basements of school buildings. The Indiana state board of health reports that more than fifty school-house fires occur every year in the state of Indiana alone, and that most of them originate in the basement.

Precautionary Measures.

"A janitor who is careless or indifferent in regard to fire hazards, in the smallest details, should not be tolerated under any circumstances. His housekeeping should not only be maintained at such a standard as to prevent fires as far as possible, but he should be familiar with and know how to use the fire-fighting equipment, and should know beforehand just what he will do in case of fire. Such simple precautions as keeping matches in closed metal or glass cases, the prohibiting of smoking in any part of the building, and seeing that all outside doors are kept unlocked during school hours are of the utmost importance. When the disastrous fire occurred in the Lakeview Grammar School at Collinwood, Ohio, on March 4, 1908, one of the vestibule doors on the first floor was bolted; a jam occurred there, the children became panic-stricken, and seventy-three pupils and two teachers were burned to death.

"From all of the foregoing, it is apparent that the intelligence and care exercised by the janitor in keeping the building clean, and his efficiency in handling the entire school plant, constitute an important factor in safeguarding the lives of millions of children during the time they are required to stay in the school buildings we provide for them."

The Distribution of Cafeterias

Of the 428 cities reporting for the country as a whole, twenty-two per cent maintain cafeterias in elementary schools, and thirty-one per cent do so in high schools, according to H. S. Ganders in *Bureau of Education Bulletin No. 6*. It will be noted that twenty-five per cent of the smaller cities maintain elementary cafeterias, as compared with seventeen per cent for the larger. The reverse is true for cities maintaining high-school cafeterias, the figure for the smaller-city group being twenty-seven per cent and for the larger-city group, thirty-nine per cent; that is, the small cities specialize in elementary cafeterias, and the larger cities tend to emphasize the operation of high-school cafeterias.

The Visiting Teacher's Value to the School System

Problems of conduct, personality, and scholarship of unruly pupils are solved more easily when facts of home and school environment and discipline are brought to light

BY ELIZABETH H. DEXTER, DEPARTMENT OF CHILD GUIDANCE, BOARD OF EDUCATION, NEWARK, N. J.

THE Department of Child Guidance of the Newark Public Schools was organized in the spring of 1926 as an outgrowth of a former psychological clinic. Its staff includes a psychiatrist in the position of director, three psychologists, and five visiting teachers. In addition to carrying the psychological work of the former clinic, the department handles the school problem of children who are unable to adjust to school because of personality and behavior difficulties.

Every school administrator knows the educational waste caused by that large group of children who never put forth their best efforts, children who are well-equipped intellectually for the requirements of their grade yet continue throughout their school career to do mediocre or borderline work. In spite of their physical presence, they are never "all there" because their energy is dissipated in day-dreaming and inattention. School fails to stimulate their curiosity and their passive indifference to gaining an education leaves them only partially accessible to the teachers' efforts. They limp through school, never working at full capacity and increasing the cost of their education by the expense incidental to poor work and grade repetition. They are particularly baffling because their spasmodic interest in school work and the findings of psychological examinations indicate dormant abilities.

Others With Emotional Handicaps

Other children are more obvious problems because they actively oppose the school's intention of giving them an education, and they turn their energy into misbehavior. These are the classroom pests. They never get down to business, they pester the teacher, interfere with the work of other children, and cause disturbance in the halls and on the playgrounds. Their frequent appearance in the principal's office takes from him time that belongs to administrative duties. In general, they create considerable distraction from the main business of the school, which is education.

Changes in curricula do not meet the situation these children present. Their problem is not intellectual. It is caused by individual emotional difficulties that are interfering with the free or proper use of their intellectual ability. If these emotional handicaps to school success can be eliminated, clogging of the school system by laggards may be prevented, teachers may be relieved of some of the incubus of discipline which takes so much time from their main purpose; and it is reasonable to expect that the per capita cost of education in many instances may be reduced by such elimination.

Specific Problems of These Children

In its study of this group of children, the Department has found the following specific problems:

1. Problems of conduct; temper tantrums, quarrelsomeness, bragging, showing off, teasing, bullying, disobedience, defiance of authority, lying, and stealing.
2. Problems of personality; sensitiveness, day-dreaming, laziness, fearfulness, tendency to cry, moodiness, and inattention.
3. Problems of scholarship in children whose school accomplishment fails to measure up to their intellectual ability.

A common problem of conduct among younger children is illustrated by Max. His father makes a comfortable living as a grocer. He is extremely fond of the boy, gives him presents frequently and even when he is too tired to enjoy it, conscientiously plays with him each evening. His mother, an attractive young woman, has always been oversolicitous about him. She has humored him in his food fads, yielded to his tantrums, and still dresses him and takes him to and from school. Since the baby was born a year ago, she has not been able to give Max her complete attention but her care is still excessive. He is frankly jealous of the baby, telling his mother, "You don't like me any more. You like him better than me."

Occasionally he strikes the young intruder. The mother is aware Max has lost the center of the stage. As she puts it, "Life has changed a lot for him since the baby was born."

As seen in his home, Max's problem was trivial, but its reverberations when he entered kindergarten were anything but trivial. Spoiled and suffering from the competition set up by the baby, he found life in school even more trying. He turned to the teacher for the love and attention he had known from his mother, but here the situation was complicated by the presence of thirty other children who competed with him. The behavior he showed at home in pounding the baby, he repeated in school in trying to dispose of his rivals by kicking and fighting. Unused to doing things for himself, he expected constant assistance from the teacher. When she refused and he bungled his work, he became angry and blamed her, saying tearfully, "I'll fight you." When alone with her he was angelic. He believed she preferred the other children in much the same way as he felt his mother's preference for the baby. To bolster up his self-respect in a world that made him feel inferior and insecure, he boasted of his accomplishments and sought the limelight by showing off.

In the clinical examination, he was found to be in good physical condition and to possess superior learning ability. In discussing his life at home and school he showed pain and bewilderment. So long as this emotional disturbance continued, school would have remained a battleground and his fine intelligence would have been of little use to himself or the school, being, rather, a handicap.

Results of New Knowledge

In exchange for his desire for his mother's full attention and in turn, that of his teacher, he had still to discover the pleasure of doing things for himself, the satisfaction of success in his school work, and the fun of active play with schoolmates whom he regarded as his enemies. To this end, the child's problem was thoroughly discussed with his parents so they might appreciate the connection between the home situation and his school behavior. Specific suggestions were made for helping him overcome his jealousy of the baby and assuming greater responsibility for himself. At school, the teacher was given an understanding of the meaning of his behavior and with her awareness of his unhappiness, she was better able to assure him of her affection and interest in him. She ignored much of his petty misbehavior, now that she saw it as an effort to gain her attention. She allowed him to acquire the small distinction

derived from carrying responsibilities. For instance, she delegated him to assist another child with the idea that if he thus learned to accept one child, he would gradually learn to accept them all.

As the jealousy situation at home was relieved, his relationship with the children at school improved. As his parents ceased indulging him and encouraged him to do things for himself, he made fewer demands on the teacher. Within a few months he settled down happily to school with his energy going less into attempts to gain the teacher's attention and flowing more steadily into school work in which he was now excelling as he should have been doing previously.

Perhaps Max would have settled down without the clinic's assistance. The chances are, however, that he would have come to terms only through enforced submission, an unhappy expedient because it would have meant suppressing his destructive feelings rather than helping him to outgrow them. Unless the cause of his difficulties as found in the family situation had been dealt with, he might have proved a poor educational risk, with his symptoms of quarrelsomeness and temper perhaps developing in the upper grades into sullenness and disobedience.

Emphasize Early Solution of Problems

From the standpoint of both child and school, it is economical to straighten out difficulties at the beginning of the child's school career, because the problems of younger children are easier to clear up than the more fixed behavior of older children, and because the school is spared an initial waste of its efforts through failure of the child to live up to his capacity for good work and desirable behavior. Therefore, the Department has placed the emphasis of its work on the problems of children in the kindergarten and primary grades. The sources of a child's difficulties are not peculiar to homes where poverty and ignorance prevail but are found in equal variety and seriousness in families where the parents give the child everything intelligence and money can provide.

The services of the Department are applicable to every school in the system, but since it is at present too small to serve them all adequately, it has been necessary to select a few as demonstration centers. Selection was based on an effort to represent a cross section of the city so that the visiting teacher would have an opportunity to show the usefulness of clinic service in meeting problems typical of those confronting the school system as a whole. Two schools were elected in the best residential neighborhoods, two in comfortable

middle-class neighborhoods, and two in the slum area. Although these schools draw children from widely different social levels, they have shown the same number and range of problems. The problem of the children in the slum district is frequently intensified by the larger social problems of the community—inadequate income, broken home-life, and poor recreational facilities; yet problems equally serious are found in the other schools where lack of communication between home and school produce difficulties for the teacher in handling the problem child, presenting situations equally difficult of solution.

Teachers Give City-Wide Service

In addition to working intensively in these six schools, the Department handles cases from as many other schools as possible through two visiting teachers who are attached to the clinic and give city-wide service. This scattered handling of cases makes it possible for the clinic to give the schools some assistance on their more serious problems, but does not permit the visiting teacher to make her services felt throughout a school as it is possible for the visiting teachers who are working intensively in two schools only to do. By giving several days a week to a school, the visiting teacher comes to be regarded as a member of the school staff, is accepted by the teachers as one to whom they can turn for assistance on any problem, slight or serious, that a child may present, and she is enabled to handle a sufficiently large number of children to relieve principals and teachers of much of the burden which behavior problems impose, and which proves to be a handicap to the normal children.

Just as the duties of the psychiatrist and psychologist call for special training, so also do those of the visiting teacher. Of course, if the classroom teacher has the time, she can do much to bridge the gap between home and school. Her visits to the home and contacts with parents in school are invaluable. However, to get at the causes of undesirable behavior requires a special training, for the causes are usually buried in family relationships which can be explored successfully only by one who has a knowledge of the mechanisms of behavior and has acquired special skill in investigating and treating the problems of the unadjusted child. Therefore, training in a school of social work is a pre-requisite to visiting teacher work.

The first step in the study of the problem child is to secure a picture of his behavior in school from the teachers who have known him. The trail then leads to the home where the visiting teacher secures from the parents a history of the

child's life. In addition to the facts of his physical and mental development, she tries to learn something about the psychological atmosphere in which he has lived, the sort of discipline he has known, the various ways in which he has been indulged or discriminated against, and particularly his relationships with the members of the family group. The information obtained from home and school is turned over to the psychiatrist and psychologist to assist in their examination of the child.

At the clinic, the child is given a physical examination to reveal any physical defects contributing to his problem. A psychological examination is made to determine the discrepancy between his ability and his accomplishment and the extent to which a curriculum not suited to his needs is responsible for his behavior. He is then examined by the psychiatrist who, guided by a knowledge of the child's history, leads him to discuss his affairs, touching particularly on those experiences which are likely to have left him confused, unhappy, and rebellious. As he tells his side of the story, he pictures life as he sees and feels it. From a study of these various phases of his make-up, physical, social, intellectual, and emotional, it is usually possible to see what has happened in the course of his development to give him the feelings and attitudes that are responsible for his behavior.

Group Discussion of Problems

In a conference of principal, teacher, psychiatrist, psychologist, and visiting teacher the child's problem is carefully discussed and plans made for helping him to straighten out his difficulties. Now that the teacher is no longer dealing with an "unknown" but with the strivings and longings of a child whose behavior she understands, she can anticipate his reactions and work out more successfully the teacher-pupil relationship upon which school adjustment primarily depends. The visiting teacher explains to the parents the significance of the child's behavior and suggests ways and means of handling the family situation so that a solution of his problem may be possible.

Another case in which attitudes developed at home obviously controlled the child's behavior at school is that of Harry. He is thirteen and is repeating the grade. The principal referred him to the clinic because of his defiance of his teacher and his ugly attitude toward any authority. Recently he purposely knocked down a seat and when asked to apologize flatly refused. Almost daily he has been sent to the office for some infraction of rules.

His father is an Irishman of some education, employed as a gardener. He is a good-natured, calm person who has left all the disciplining of the children to his wife. She is forty-two and also Irish. She says she is mother and father to the children because her husband doesn't bother. Severe beatings have always been her method of discipline. In her twenty-one years of married life, she has had eleven children. They range from twenty years to one and a half. She speaks of them as the "big ones" and "little ones," apparently simplifying her problem by thinking of them collectively. Unfortunately, Harry, though thirteen, is classed with the "little ones." He goes to bed with them at seven o'clock. He tells them stories and they are fond of him. He was anxious for a Saturday job but his mother would not allow it.

Plans for Revenge

In the clinical examination, he was found to have good physical development and average intelligence. In his talk with the psychiatrist, he showed a desire to "get even" with his teachers for making him do things he didn't want to. He told of lying awake at night planning how to get "revenge." At home, his attitude since a little child has been "try and make me" when told what to do. He tells resentfully of the attempts of people to scare him into doing things. He bragged that he wasn't afraid of the principal, of the police, or anyone, not even his mother. Throughout the interview there was a refrain of "I'm not treated right."

This youngster probably has only one more year at school, and certainly the most important contribution the school can make to his future is in helping him to develop a healthier attitude toward authority. However, the school is handicapped in this effort so long as he occupies so dependent a position in the home and is exposed to such excessive discipline. Since the authority he has known at home has always been something to fear and hate, all authority seems threatening to his self-respect, and he is likely to carry over to his future employers the same resentment of authority which he shows at home and school at the present time.

Fortunately, the mother willingly promoted him to the ranks of the "big ones," agreed to the Saturday job, and gave up the beatings. At school, a trial promotion proved a successful stimulus to greater effort in his work. The teacher avoided authority issues as much as possible. Gradually she turned over to him responsibilities involving his exercise of authority so that in winning respect for his own authority he might come to

respect that of others. Several times during the winter, he was invited to take part in auditorium performances. Both at home and at school he was treated as an adult. The old feeling of not being treated right slowly disappeared and eight months later he remarked, "School's different. I don't seem to want to get the teacher's goat any more." He became aware of the childishness of his former behavior; and from the year's experience he gained an insight into his reactions that should simplify the adjustment he soon has to make to the industrial world.

The parents' reception of the clinic's interest has been almost invariably cordial. That a child is not getting from school all he might get, that the quirks of personality interfering now with school success are likely to operate to his disadvantage in later life as well, that these quirks can often be straightened out so that life will run more smoothly and successfully, are ideas that appeal to parents. Usually suggestions made by the Department are accepted and acted upon. No over-night miracles are possible, however, and time is required before even the best-intentioned parents can bring about those fundamental changes in family attitudes which will provide a child with the proper incentive for growing up emotionally as well as physically and intellectually.

Aiding the Classroom Teacher

From the point of view of school administration, the work of the visiting teacher contributes not only to the adjustment of difficult children but also to a more constructive attitude on the part of the teachers toward disciplinary problems. The visiting teacher holds frequent meetings with them for the special discussion of individual children and for the more general discussion of the emotional problems they are likely to find among the class as a whole. As they acquire an increasing grasp of the probable causes of various classroom problems, they often unconsciously view with interest and optimism disturbances that formerly made discipline a bugbear. As the teacher discovers the causes of behavior difficulties, she becomes more tolerant because she realizes that a child is not deliberately trying to annoy her but is behaving in the only way he knows how to do; and as she appreciates the potent influence she can exercise in his life, she has a new incentive for trying to get him on the right track. She no longer regards his behavior as an irritating obstacle to her efforts, but considers it as part of the problem of educating him which becomes less difficult with the knowledge gained through the new viewpoint.

Ruggedness, the Fourth "R" in Negro Education

BY CORA DEFOREST GRANT, WASHINGTON, D. C.

THE tremendous handicaps confronting the able mind that functions in the physically unfit body has registered at last, in all progressive school systems, and prominent educators throughout the entire world are sponsoring "Ruggedness" as it takes its rightful place in the curriculum with reading, writing, and arithmetic, the three original "R's."

"Educators and parents the world over are centering their attention more and more upon better child health, and this increased interest has resulted in many and varied forms of organized volunteer and governmental health supervision," Dr. W. W. Peter, Department of Public Health, Yale School of Medicine, stated in an address at the World Federation of Education Conference, in Toronto University. At that great meeting, where some eight thousand delegates from thirty-three countries registered on August 7, 1927, Dr. Peter presented the first world survey of health work in the public schools. His comprehensive report touched upon the progress of methods for bettering child health in all of the principal countries of the world.

"In China," Dr. Peter said, "where illiteracy stood at the appalling figure of ninety-five per cent of the population, the belief prevailed that health and death lay in the lap of the gods; and the idea that health could be brought under the control and domain of man's will was something entirely new to the Chinese people."

It is this new knowledge, presenting health as a matter, largely, of individual and community

effort, that is the keynote of the great revolutionary movement that has swept into the public school systems around the world in the last decade. In America practically every community has felt the influence of this revolution, and every progressive city, large or small, has introduced some type of health education. In the public schools of Washington, D. C., is to be found one of the finest evidences of the various extensions of this practical health knowledge in its application to some twenty-five thousand colored children. And the extent to which it is being incorporated in the curriculum can be gauged somewhat, by an order from the superintendent issued, on September 15, 1927, to every colored principal of elementary schools in the District of Columbia.

The order covers the following points:

I. That all weighing and measuring of school children be done by the classroom teacher, or the teachers assigned to this work by the principal. That the first weighing and measuring be done before the thirtieth of September, and that the procedure be repeated every six weeks thereafter.

II. That all children ten per cent or more underweight are to be recommended to the school medical inspector for a physical examination.¹

III. That children ten per cent or more underweight in the buildings where no nutrition clinics are in operation shall receive special attention from the classroom teacher, to the end that the parent will see to it that the physical defects discovered by the physician will be corrected.

¹ The school officials and health workers in Washington are fully cognizant that countless thousands in the vast army of American school children who are within or above the average normal weight are suffering from physical defects, but, obviously it is impossible to give attention to every child where, as in Washington, the ratio is thirteen medical inspectors to seventy-six thousand children, of which twenty-five thousand are colored.



IV. That all schools have milk and cracker service at 10:30 o'clock in the morning.

V. That schools providing a lunch counter be restricted from selling at 10:30 anything but milk, crackers, and sandwiches.

In previous years the director of physical training has supervised this health work, including for the school year September, 1926- June, 1927, the weight, height, and age survey promoted in thirty-six colored schools, and the special nutrition clinics conducted in twelve schools. In the nutrition clinic work the school physicians and the school nurses have been assisted by three teachers of the physical training department, and one child health worker, all of whom received special training.

From among the thirty-six colored schools participating in this program, Ambush School, ranking in health achievement, presents the following report for September, 1926-June, 1927:

1. Number of children in building325
2. Children weighed and measured every six weeks
3. Number seriously underweight in Sep-

tember, 1926 75

4. Number seriously underweight in June, 1927 9
5. Number of physical examinations 75
6. Number of tonsil operations 18
7. Number of teeth defects corrected 66
8. Adenoid operations 6
9. Skin treatment 3
10. Ear treatment 4
11. Number of eye defects corrected 8
12. Milk drinking project 1
13. Green vegetable project 1

This health program is representative of the type of work that is promoted in the Washington, D. C., colored schools. The projects vary, depending upon the initiative of the nutrition teacher. At Ambush School the milk-drinking project was demonstrated by a "milk automobile race" which was participated in by the children of the entire school. Each class was represented by an automobile, and the position of these cars upon the race track was determined by the daily consumption of milk that was served to the children at school. One pint of milk equalled one



The green vegetable party, under the direction of the nutrition teacher, was a decided success.



A toothbrush drill for Miner Normal children. Only six had toothbrushes at the beginning of the crusade.

mile. Day by day as the mileage increased and the interest in the winning cars ran higher and higher, the little epicureans of "hot dogs," ice cream cones, and "all-day suckers" abandoned the corner store at recess, and spent their pennies for milk and graham crackers. This project increased to a marked degree the amount of milk that was served during September, 1926, to June, 1927, in thirty-six of the forty-one colored schools.

Green Vegetable Parties

Another unique innovation for intriguing the appetite of little children was the "green vegetable project" listed on the Ambush program. Every mother and all dietitians are familiar with the difficulties that arise when Johnnie is requested to eat vegetables that he is unaccustomed to eating—because they are good for him; but it is quite another matter when the request is disguised as an invitation to a vegetable party. The children invited to these vegetable parties "dressed up" in white paper caps and aprons—"Little Chefs" incognito, and the delicious salad, made from raw vegetables and nuts, was considered a rare treat. The salad was made by the mothers, under the direction of the nutrition teacher, and was served only to the children from the nutrition clinics.

"These devices for attracting the child's interest in health are of great value," Miss Turner, the physical training director, explained. "Always we find seventy to seventy-five of our children in each school building to be seriously underweight, and we also find that insufficient and

improper food habits and physical defects are the prime factors." It is in the nutrition clinics that these underweight, but seemingly well, children are diagnosed, and when remediable physical defects are found, the child is immediately referred to his family physician.

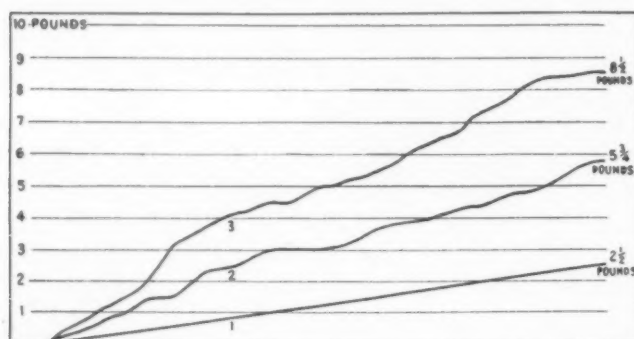
In connection with the nutrition school clinic work, weighing and measuring is doubtless one of the greatest single factors in interesting the child in achieving good health; and it has attracted the attention of many thousands of educators and of parents to the health needs of children. Judged upon this basis, the value of weighing and measuring has an important place in every child health program, but it should be followed by the physical examination of each child, the correction of remedial defects, and specific instruction in health knowledge. An illuminating evidence of the important rôle played by the weight record where it is incorporated in a balanced health program, is portrayed in the accompanying chart on page 58.

Aided in Correcting Defects

These little tuberculosis sufferers, weary of the monotony of daily health performances for health's sake, were keenly interested in the gradually rising weight line; and their individual weight record provided a helpful urge toward the accomplishment of some ten tonsilectomies during the vacation period preceding the clinic represented by the highest weight line.

Another type of weight chart was effectively

used in each of the thirty-six colored schools engaged in weighing and measuring. The chart presents a column for every school month, which represents the weighing of the entire class. The base of the column in gold denoted the percentage of children of normal weight. The blue colored space indicated the group in the ten per cent underweight zone. The red portion designated those who are more than ten per cent underweight, while the green space belonged to the



Weight record in one of the public schools for colored tuberculous children. Line 1 shows average gain per child in twenty weeks before the clinic was inaugurated. Line 2 shows average gain per child at the close of the first clinic of twenty weeks. Line 3 shows average gain per child after second clinic of twenty weeks.

twenty per cent or more above normal weight. Needless to say, each school was striving for the highest gold record.

This effort promotes a wholesome competitive spirit and gives impetus to individual effort. Tangible awards are not presented for the best annual school health records, but all of the charts are placed on exhibition in Miner Normal School during graduation week.

It was at Miner Normal School in 1920 that Miss Turner, for twenty-five years director of physical training in the colored schools of Washington, D. C., became interested in the underweight child.

First Demonstration Nutrition Clinics

At that time one of the two first demonstration nutrition clinics in the public schools of Washington was being conducted by the writer. The clinic for white children was held at Thomson School. This work was an extension of the Children's Health Crusade which was admitted to the public schools as a post-war child health activity, under the joint auspices of the American Red Cross and the Washington Tuberculosis Association.

At that same time E. A. Clark, then principal of the Miner Normal, who is now assistant superintendent of Washington public schools for colored children, was also observing closely the nutrition clinic demonstration. It was at a fac-

ulty meeting that Mr. Clark made the following statement:

"The greatest single factor in helping us to determine whether a student is working under too great a physical strain, necessitating the re-adjustment of home assignments, is the weight record charts used in this nutrition clinic. They have been instrumental in bringing to the attention of this faculty the necessity of arriving at a point where these adjustments are made; and in gaining the support of the teachers who are thinking more about the physical welfare of the student-teacher than of the development of their own particular subject."

Physical Examinations for Colored Children

Since that time, seven years ago, Mr. Clark has watched with keenest interest the progress and development of health work for the school child. Consequently he was one of the first Washington school officials to respond when the National Congress of Parent-Teachers Association launched their campaign of a physical examination for every pre-school child, and in the early Spring of 1926, called a mass meeting of colored supervisors and department directors to discuss methods which could be launched before the close of school, that would interest parents in the physical examination of their pre-school children.

Following the conference of these school officials a project submitted by Miss Turner was accepted and the supervisors were instructed to notify their principals to the end that:

A. Pupils from the different classes brought in the names of children who were to enter school in September, 1926, and the names and addresses of the parents of these children.

B. Physicians' volunteer services were secured by the principal and teachers of the different buildings.

C. Principals sent letters to the parents asking them to bring their children on a specified day and time to the school to be examined for physical and dental defects.

As a result of this procedure twenty-five school buildings opened physical examination stations and 436 pre-school children were examined. Practically all of the children were diagnosed as having one or more remedial physical defects. No difficulty was experienced in securing the volunteer services of physicians. The examinations were careful and provided considerable information to the parents who, in most instances, had never previously had their children examined by a physician.

Another evidence of the immediate response of the colored school officials and teachers to child

health work was demonstrated in the summer of 1927.

The District of Columbia health officers were planning an extensive diphtheria prevention campaign for the month of June, 1927, and immunization clinics were scheduled at each of the six pre-school child welfare stations and at Freedman's Hospital.

The immediate problem confronting the health officers was to secure the written consent of the parents which is required by law before the child can be immunized to diphtheria. Who could be depended upon to secure this necessary permission? The school medical and nursing staff was limited to thirteen physicians and ten nurses for some seventy thousand public school children. The chief medical inspector, Dr. Joseph A. Murphy, turned to the director of physical training. From experience Dr. Murphy and Miss Turner knew that the average parent, while keenly interested in the sick child, gives comparatively little thought to preventive measures for the apparently well child. Miss Turner's most arduous task, then, would be to impress the parents with the advantages of having well children protected against illness.

The Little Mothers Corps

As one means of solving this problem, Miss Turner organized "The Little Mothers Corps." This volunteer group she recruited from the ranks of kindergarten assistant teachers, and their duties consisted in visiting the homes of a selected number of children for the purpose of explaining to the parents the importance of diphtheria immunization, securing the parent's written consent, and arranging to accompany the children of employed mothers on the three necessary trips to the clinic.

During the month of June, two hundred and fifty colored children were immunized to diphtheria. Although these two last figures appear small when compared with the pre-school and the school population, every health worker appreciated fully the amount of work involved, and to what extent it was necessary to enlist the forces representing co-operation, co-ordination inculcation, etc. For these various types of child health work have been achieved through the combined efforts of volunteer physicians, health department officers, health organizations, school officials, and parent-teachers.

And while the program, as a whole, represents the enormous strides "Ruggedness" has made in the public school curriculum in Washington, it is also a striking illustration of education's trend in "public school health work around the world," as reported by Dr. W. W. Peter.

Fire Safety Responsibility

The public responsibility for the safety from fire of school children is generally recognized; the fire record shows to what limited extent this responsibility has been met. The National Fire Protection Association has constantly emphasized the importance of school fire safety and has consistently advocated fire-resistive school buildings with proper exits, special fire protection for existing buildings, particular care in fire prevention, and the various other measures applying. A code for the proper construction and exit arrangement of school buildings has been developed by the Association through its committee on safety to life, and numerous educational pamphlets on this subject and regularly printed reports on important school fires have been published from time to time.

The modern trend in school building construction represents a distinct improvement in construction and exit arrangements over that prevailing a decade or more ago. Many of the more recently built school buildings are of first-class fire-resistive construction with ample exits. But there are still a large number of schools being built in which fire safety has not received sufficient consideration; where the exterior walls are of substantial construction, giving the semblance of fire safety, but where the interior is "built to burn." Likewise, in some cities much has been done to improve the safety of the older buildings. Some of the more dangerous structures have been abandoned altogether for school purposes, others have been provided with automatic sprinklers and additional exits, and other fire safety measures have been taken. But schools continue to burn at the rate of five a day, according to the statistics of the National Board of Fire Underwriters.—*Quarterly of the National Fire Protection Association.*

How the Teacher Can Help

"Where a physician is in the employ of a school, the teacher should see that he examines every pupil who, in her judgment, shows signs of serious general or local disease or defect. She will naturally be interested in having everything done for these pupils that is deemed advisable by the physician, and she can be of much help in securing the carrying out of his suggestion," says Dr. J. F. Rogers in *Health Education Bulletin No. 18* of the Bureau of Education, Washington, D. C.

"In schools that employ no physician, the teacher should do her best to see that the parents have the child examined by a physician. Parents, notwithstanding any seeming indifference, are more

interested in the health of their children than many would suppose. They are often ignorant of defect or disease that exists or are unaware of possibilities for improvement. A kindly and not too officious interest in the child's health on the part of the teacher should serve as a bond between her and the parents, and by a little tact, or "the spirit of kindness applied," much can be accomplished toward getting the child taken to a physician or to a clinic, and afterwards in securing the treatment that may have been recommended.

"The school nurse, if there is one, will make it her business to see that everything possible is done for a child; but, where it is possible, the teacher should also make use of the opportunity of showing her interest and of helping, if need be, to overcome undue inertia on the part of the parents," he continues.

"After the treatment of a defect has been recommended by a physician, the teacher should be interested to see that this treatment is carried out. Even when carried out, it may not mean that the child will be cured. When glasses are properly fitted for the nearsighted child, it is well to keep in mind that the child is still nearsighted and may not be able to work as easily with glasses as a child does with normal eyes. Deafness may be helped in some cases but not always cured, and the child who is hard of hearing should be seated where he can hear best and should be spoken to with especial distinctness.

"Children who are under treatment for skin diseases should not be allowed to return to school until they are cured or are under such treatment as will prevent the spread of the disease," Dr. Rogers states.

Report of School Fires

The files of the department of fire record of the National Fire Protection Association contain reports on five hundred twenty-four school fires, including buildings of all classes used for educational purposes. Most of the fires occurred in the last decade—only about fifty of the fires recorded having dates earlier than 1917, the earliest fire among them occurring in 1903, according to the *Quarterly* of the National Fire Protection Association.

The record is by no means complete and does not include many of the small fires that are occurring daily in school properties. The reports from insurance inspection organizations, which are the principal source of data on fires in industrial properties, are found in comparatively small number in the school fire record classification.

This may be because of the large extent to which public school property is uninsured or because the money losses involved are not of sufficient interest to the insurance organizations to justify the expense of investigation and the preparation of detailed reports. Many of the reports are based on newspaper accounts that have been verified.

In view of the character of the original data, which include the larger and more important fires but not a fair proportion of the smaller ones, this record may not be completely representative, but includes a sufficiently broad selection of the important school fires of the past decade so that there can be no question as to the validity of conclusions.

Nearly every kind of school is included in this record. The following is the number of fires in the record of each type of school:

KIND OF SCHOOL	
<i>Type</i>	<i>No. of Fires</i>
Colleges or Universities	157
Normal Schools	15
Boarding Schools	54
Trade Schools	32
Business Schools	5
Convents	6
High schools	97
Junior high schools	8
Public elementary schools	132
Parochial elementary schools	17
Reform school	1
Total	524

This indicates a considerable variety available for study. It is apparent, however, that certain types of schools have similar fire hazards and, for purposes of study, may be grouped together. High and elementary public schools are usually housed in buildings used for no other purpose, where the buildings, even in the city, frequently occupy a position relatively isolated from other buildings. Parochial schools and convents are frequently in or adjacent to other church property. Business schools are often in mercantile or office buildings as are some trade schools.

It is the building and the character of its occupancy that is important rather than the kind of school. A building used as a dormitory has the same hazard regardless of whether it is part of a university, private boarding school, normal or trade school, or convent. A building used for classrooms, laboratories, etc., is as hazardous as a part of a university as if a part of a private school. While the fire hazard of public high and elementary schools is not very much different from that of other types of school, they have distinct characteristics of occupancy, etc., that justify considering them separately.

The Administrator's Interest in "Mental Gymnastics"

Quickness and keenness of thought, vocabulary, and expression are easily fostered in the pupils through the use of educational games allowing relaxation and recreation

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SOMEONE has said very wisely that "the best pedagogy is to inspire enthusiastic activity." These words are pregnant with truth. Activity of body, we know, is an adjuvant to mental activity, and when coupled with enthusiasm and interest, wholesome results are obtained. Bodily gymnastics are necessary for flexibility, grace, and co-ordination; we may say, also, that mental gymnastics are equally necessary for stimulating mental agility, quickness of thought, vocabulary, and expression. These qualities are valuable attributes to the individual. Just as physical training is more necessary in youth than at any other period, so mental gymnastics have their most effective place in the program of adolescent education.

Games are of many kinds; some purposeful, with elaborate rules, in some the rules are lax, some involve a maximum of physical activity, some demand but little muscular effort, others entail concentration with little physical effort, some are for a purely passing entertainment, some are valuable to mind and body alike, while others are practically worthless. Many games involve complicated team work and co-operation, others are mostly individualistic. Some are suitable for young children, and still others for those of maturity.

From this mass of material, some of which has come to us as a heritage from the ages, we may select groups of games which have a distinct place in the curriculum of the schools, and which just as surely produce educational results as the more formal and usual methods. In addition, the use of such purposeful games inspires that "enthusiasm of activity" which is so desirable in school-room work. It is this latter class of games that will be considered in the present discussion. For the most part, they may be classed as quiet games, with a minimum of physical effort.

For example, we may enumerate certain methods of increasing vocabulary. A knowledge of words is certainly a necessary thing. To have

at one's tongue's end a richness of forms of expression is very desirable. Certain games may be used to develop this power of speech, and to increase the rather narrow range of words common to most school children. A simple experiment may be tried on a class of eighth-grade children, for example. The teacher may ask the group to "describe this day with an adjective beginning with the letter A." No one is allowed to use a word which has been mentioned by any other member of the class. The day is auspicious, awful, agreeable, appealing, attractive, azure, actinic, animating, etc. To-morrow, perhaps, the children may have thought of other words, or may have discovered other appropriate adjectives by reference to a dictionary. They should be encouraged to make additions to the adjectives of the day before. The letter B is next used; the day is beautiful, bright, blazing, black, bonny, beneficent, blue, bad, big, etc. Thus the game may be used, bringing in each of the letters of the alphabet.

Many similar games and variations may be tried with educational results. The pupils may be required to name their favorite articles of food. Beginning with C, such words suggest themselves as cabbage, carrots, cake, cauliflower, candy, chocolate, cherries, and many others. What articles in the grocery store might be found beginning with D? Answers would include doughnuts, dill-pickles, dates, dairy products, etc. What names of girls begin with the letter E? (Eva, Ella, Eula, Evangeline, Eunice, and others). The game lends itself to a great variety of questions. Some suggestions follow:

Names of countries and states, beginning with F.

Noted men, whose last initial is G.

Wearing apparel, beginning with H.

Birds, animals or insects beginning with I.

Rivers, beginning with J.

Cities, beginning with K.

Wildflowers, with L.

Trees, with M.

Articles in drug stores, with N; dry-goods stores, with P; hardware stores, with R.

Give the common surnames beginning with S; vegetables with T.

Describe a man with undesirable qualities, with an adjective beginning with V. (Vicious, violent, vain, voracious, vituperative, verbose, etc.).

What songs, or musical instruments begin with W?

Foreign cities or countries with Y?

How many words of any kind can you think of beginning with Z?

The questions may be varied in many ways, and are merely illustrations of tests in quick word memory and perceptions. Pupils may be tested, for example, on any of the suggested questions and required to use the complete alphabet, one letter after another, in giving their answers. This is particularly valuable in nature study. What names of trees begin with A? (Ash, aspen, apple, arbor vitae). B? (Beech, birch, buckeye, box-elder). C? (Catalpa, chestnut, cherry, cottonwood, cypress). F? (Fir, Fringe tree). G? (Gum, Gingko). H? (Hemlock, Hawthorn, Hickory, Holly). I? (Ironwood). J? (Judas, Juniper). L? (Laurel, Larch, Locust, Linden). M? (Maple, Magnolia, Mahogany, Mulberry). N? (Nutmeg). O? (Oak, Osage, Orange). P? (Pine, Palm, Pecan, Persimmon, Plum). Q? (Quince, Quaking Aspen). R? (Redwood, Redbud, Rhododendron). S? (Sassafras, Spruce, Sycamore, Sumac). T? (Tulip, Tamarac). U? (Umbrella tree). W? (Walnut, Willow, Witch Hazel). Y? (Yew, Yellow-wood, Yucca).

As a matter of fact, most of the questions suggested above may be answered in this alphabetical fashion. Certainly those may be which include wild flowers, birds, and geographic names.

A Game of Letters and Words

What letters are equal to words? An easier exercise, but one nevertheless which requires rapid thinking is exemplified in these questions: What letter is an insect? (B). An organ of the body? (I). A beverage? (T). A vegetable? (P). A large body of water? (C). A sheep? (U). A command to horses? (G). Chinaman's head-dress? (Q). Part of a house? (L). A bird? (J). An exclamation? (O). A golfing term? (T). What two letters describe the condition of the winter pavement? (IC). Too much? (XS). A county in England? (SX). An Indian's house? (TP). A creeping vine? (IV). A girl's name? (LC, KT). Boys' names? (NS, PT, AB). A written composition? (SA). A verb that means to rot? (DK). A kind of pepper? (KN). Sum-

mer dress goods? (PK). To surpass others? (XL). Synonym for jealousy? (NV).

A convenient method of combining some of the games mentioned above is in the use of cards, about four or five inches in size, which contain the separate letters of the alphabet. A question is asked, and then a card is quickly shown. The letter on the card must be used as the initial of the answer to the question. For example, the teacher asks, "Give me the name of a large city beginning with — letter;" "A wildflower beginning with —;" and so on, including trees, birds, and other nature subjects. Geographic questions may be asked, mathematical terms, historical questions, questions dealing with chemistry, or any of the sciences or languages. Indeed, the game may be used in almost any group, and may be made difficult or easy, as the occasion demands.

Alphabet Cards for Spelling

Spelling games may be played by the use of two sets of alphabet cards, when there is a sufficient number of players. The sets should be different in color, perhaps one red and the other black. Two sides are formed for competition. There should be twenty-six pupils on a side, each one having a letter of the alphabet. The teacher calls a word, and those who have a letter necessary in spelling the word run quickly forward, arranging themselves in a line, the cards being held in front of them with the letter in proper sequence. The side which can do this most quickly scores a point for that word, when the players resume their positions in their original group. Other words are given, the object of the game being to secure a mild form of physical activity and pleasurable element of competition, besides a bit of training in orthography.

The teacher should arrange a list of words for the game, selecting those which bring in the different letters of the alphabet, and which contain no two letters alike. The following words are suggested as fulfilling these conditions: Family, foxy, zebra, nervous, children, social, lock-step, quickly, education, juicy, womanly, article, urgent, and paint-brush. Incidentally, these words contain all the letters of the alphabet. Many similar lists could be made. The value of the game lies in its competition, interest, quickness of perception and movement, and it may be made an exercise in spelling. The disadvantage consists in the rather large number of players required.

"Ghosts" is another game of spelling, which may be used by almost any number of players, from two upward. The object of the game is to

make use of letters, none of which will complete a word, because of the penalty attached. The first player mentions any letter, the next must add one which might go to make up an English word, but he must be careful that his letter does not finish the word. For example, the first player may give the letter R, the second adds E, the third S; the fourth cannot give T, because that would complete the word "rest," so he may give P; the next I, the next T, and the next player would be in difficulties, because if he added an E, the word "Respite" would be completed.

Becoming a "Full Ghost"

Perhaps he may have no alternative, and so must finish the word, in which case he is a "half-ghost." If so, the next player begins another word, and so the game progresses. When a player is compelled to finish a word the second time, he is a "full ghost," and is out of the game. Thus one after another is eliminated, until finally there are only two contestants, one of whom will soon succumb, and the other is declared the winner. The game increases one's ingenuity in the formation of words, and is interesting. No one is allowed to mention any letter which obviously would lead to an impossible word, but must have in mind a legitimate word, which may progress in the course of the game.

In another game of words, the initials of one's own name must be used in making words which are required in framing answers. Varied questions may be asked, each pupil having to use his own initials. For instance, Catherine Ruth Thomas (C. R. T.) may be asked to mention her favorite articles of food. Her answer might be "cabbages, rutabagas, and turnips." This vegetarian answer might be changed to a carnivorous one, if she said "chicken, roast-beef, and tuna-fish." If she were asked to name her outstanding virtues, she might say "candor, responsiveness, truthfulness." Her besetting sins could be "cleptomania, rancor, and tattling." Has she favorite articles of wearing apparel? To be sure! She pays attention to her "clothes, rings, and tunics." Why was she late at school this morning? "Couldn't remember, teacher." What does she like to drink? "Coffee, Rhine-wine, and tea." Rather stimulating drinks for so young a person! And so the game may include all kinds of questions.

The writer recalls that in a summer-school class in Community Recreation, he called the roll of pupils, asking them why they didn't go to church last Sunday morning, and each member had to give his reason by using his own initials, or else be marked absent! It may be imagined

that some extremely wierd answers were given.

The peculiarity of common surnames is interesting. The ingenuity and memory of school children are tested in answering such questions as these: What names are colors? (White, Black, Green, Brown, Gray, etc.). What names suggest occupations? (Smith, Miller, Farmer, Butler, Mason, Cook, Dean, Carpenter, Cooper, Shepherd, Baker, Painter, Bishop, Tanner, Goldsmith, and others). What names suggest flowers, grains, fruits, or vegetables? (Rose, Melon, Corn, Cotton, Wheat, Rice, Berry, Seed, Hay, Apple, Lemon, etc.). Are there any names which refer to parts of the body? (Hand, Foot, Hart, Blood, etc.). Are birds included in surnames? Answers include Wren, Jay, Partridge, Crowe, Dove, Hawk. Are there names suggesting geographic formations? One thinks at once of Rivers, Glen, Dale, Hill, Brooks, Marsh, Lake, Cave, Boggs, etc.

Certain similes and old sayings are so familiar to us that almost any child who has a fairly good training in language and vocabulary may supply the missing words to these similes. It is interesting to make the experiment in any group. Most of the answers come immediately. Here are examples:

As poor as a—(church mouse).

As fat as a—(pig).

As brave as a—(lion).

As bright as a—(dollar).

As sly as a—(fox).

As mad as a—(March hare).

As fair as a—(lily).

As rich as—(Croesus).

As sick as a—(dog).

As green as—(grass).

As stiff as a—(poker).

As light as a—(feather).

As clear as a—(bell).

As clean as a—(whistle).

As brown as a—(berry).

As thin as a—(rail).

As rough as a—(rasp).

As spry as a—(cat).

As proud as a—(peacock).

As weak as a—(rat).

As strong as an—(ox).

As empty as—(air).

As cross as a—(bear).

As soft as—(butter).

As happy as a—(sunflower).

As firm as a—(rock).

As dry as a—(sponge).

As bitter as—(gall).

As blind as a—(bat).

As black as—(your hat).

A knowledge of the names of birds, as well as

a bit of mental gymnastics, is required in the game of bird riddles, which may be interesting to a nature study class. One of its advantages is that it calls for concentrated thought. The questions and answers follow:

1. What bird's name corresponds to an article used in fence-building? (Rail).

2. What bird's name may we get from this combination; a popular vegetable, and a barnyard fowl? (Peacock).

3. Fit these words to describe a common bird; a color, and the slangy term for an uncultured person? (Blue Jay).

4. What might an angry bird do to its mate? (Wood-pecker; would peck her).

5. What a burglar was doing when discovered. (Robin).

6. To peddle. (Hawk).

7. Less than the whole, and a long line of hills. (Part-ridge).

8. An instrument for driving horses, impecunious, and a boy's name. (Whip-poor-will).

9. The period of darkness, the reverse of out, and a high wind. (Night-in-gale).

10. A monarch, and an angler. (King-fisher).

11. A boy's nickname, an exclamation, and part of a chain. (Bob-o-link).

12. A farm building, and the process of taking into the stomach. (Barn-swallow).

13. Peevish, and what we dread the first of the month. (Cross-bill).

14. A tree, an insect product, and part of a bird. (Cedar-wax-wing).

15. The bird of imitations. (Mocking bird).

16. A monarch, and a verb meaning to allow. (King-let).

17. A young fowl, and two letters of the alphabet. (Chick-a-dee).

18. The fruit of some trees, and to incubate. (Nut-hatch).

19. What we might call a small colored baby, just learning to walk. (Little Brown Creeper).

20. A bright bird, whose first name is that of a city. (Baltimore Oriole).

21. A broad field, and a soaring bird. (Meadow Lark).

22. Late in the day, twelve dozen, and a part of a bird. (Evening Gros-beak).

23. A precious metal, and a seed-eating bird. (Gold-finch).

24. A lot of worthless stuff, and an exclamation. (Junk-o, Junco).

25. A tree, a nickname for a girl, and relatives. (Pine-Sis-Kin).

26. A term in bowling, and to manipulate a boat. (Spare-Row. Sparrow).

27. A kind of cotton cloth. (Bunting).

28. A color, and a man's last name. (Purple Martin).

29. A state, a color, and part of the upper body. (Maryland Yellow Throat).

30. A dark color, and a summer workman. (Brown Thrasher).

31. Slang name for a dull and foolish person. (Loon).

32. Covered with a smoky substance, and a verb meaning to revolve. (Sooty Tern).

33. What trees are made of, and a barnyard bird. (Wood-cock).

34. A French word meaning bad, and a fatty substance. (Mal-lard).

35. Darkness, and a bird of prey. (Night Hawk).

36. To make a subdued sound, and a feathered animal. (Humming-bird).

37. A common insect, and a member of a baseball team. (Fly-catcher).

38. A bright color, and part of the bird himself. (Red-wing).

39. A letter, and very small. (Pewee).

40. A Scotch girl's nickname, and a dessert. (Mag-pie).

41. A bird beginnig with an animal's name. (Cow-bird).

42. A Catholic church official. (Cardinal).

A good exercise in the use of words may be had in this game of synonyms, and its value is very considerable in English classes. The pupils are asked to give synonyms to a list of words which have been prepared by the teacher. These words may be written and numbered on a blackboard, or typewritten copies may be distributed to a class. The following list is illustrative of a large number of words which may be used. The first word given in this list is written on the blackboard. Those in parenthesis are given as possible corresponding words:

1. Decoration. (Adornment)
2. Hurricane. (Cyclone)
3. Elf. (Sprite)
4. Debate. (Argument)
5. Plot. (Conspiracy)
6. King. (Monarch)
7. Inexpensive. (Cheap)
8. Celebrated. (Famous)
9. Peril. (Danger)
10. Twilight. (Dusk)
11. Understanding. (Comprehension)
12. Falsehood. (Untruth)
13. Image. (Idol)
14. Vision. (Sight)
15. Dress. (Gown)
16. Procure. (Obtain)
17. Surmount. (Overcome)

18. Doctor. (Physician)
19. Relations. (Kinfolks)
20. Ideal. (Perfect)
21. Keen. (Sharp)
22. Work. (Toil)
23. Wit. (Humor)
24. Game. (Pastime, Play)
25. Jewelry. (Gems)
26. House. (Dwelling)

In nature study classes, the following rhymes may be read, descriptive of the common wild-flowers. Pupils are required to guess the names of the wildflowers from the poetic description. For example:

"I'll preach you a sermon in the wood;
O'er top my head there is a hood;
And later on, I'll show red berries
As bright and cheerful as the cherries."
(Jack-in-the-Pulpit.)

"When fall approaches, so do I;
A yellow riot under the summer sky.
On roadside and field, I lift my head
And give the warning, 'Summer is dead.'
With many varieties I come to you,
And to the bees, that they may woo."
(Goldenrod)

"In a watery bed its broad leaf lies;
Its blossom pure white, turned to the skies."
(Water Lily)

"In deep moist woods too seldom are seen
Its brightest of hues, amid the green;
Its gorgeous blossom is like a flame;
'Tis easy to guess its evident name."
(Cardinal Flower)

"In early spring, with stem all hairy,
Pink or white, a dainty fairy."
(Hepatica)

"Thou waitest late, and com'st alone,
When woods are bare, and birds are flown,
And frosts and shortening days portend
The aged year is near his end.
Then dost thy sweet and quiet eye
Look through its fringes to the sky.
Blue, blue, as if that sky let fall
A flower from its cerulean wall."
(Fringed Gentian)

"In woodland shade, blue or white,
It blossoms forth in pure delight.
In early spring it oft appears;
Sweet and fresh, it delights and cheers."
(Violets)

"A ragged stem, a bluish flower,
Sparse in leaves at every hour.
Its root is used sometimes in need
To replace what is a foreign seed."
(Chickory)

"By every road-side, gleaming yellow,
Her dusky orb smiles on her fellow."
(Brown-eyed Susan)

"Three leaves, three petals, of purest white,
In May or June a beauteous sight."
(Trillium)

"Creeping on earth with modest mien
My delicate blossoms may be seen.
Its fragrance royal, fit for kings,
From north or south, the soft wind brings."
(Trailing Arbutus)

In addition to the guessing of the flowers described by the verses, the children might be encouraged to write other verses and submit them to the classes.

The Presidential Race is a good exercise for classes in history. In addition to some physical action, the pupils are tested in their memory of the Presidents of the United States, and the order in which they served. The game may be made competitive by having the pupils divide into two sides, or rows, if seated. The first pupil is given a piece of chalk, and at the starting signal, he runs forward to the blackboard, and writes the name of the first President. Then he runs back, gives the chalk to the second pupil, who in turn writes the name of the second President, and so on. In case any pupil is in doubt about the name to write, any of his team-mates who knows the correct name may indicate the fact by holding up his hand. This one is given the chalk, and does his part in the game. Each pupil must number the name of the President as he writes it. Since there are two lines of players, there is the element of competition. The side first writing the correct list of the thirty Presidents is declared the winner.

Each month of the year has its peculiar festivals, celebrations of birthdays of noted men, out-of-door sports, church and state holidays, and similar local or national observances, agricultural pursuits, etc. The months may be named in order, and the children required to give as wide a list of answers to these questions as possible.

A number of games involving geographic subjects may be used to advantage. One of the simplest is to mention a state in the union, indicate a pupil who is to give the answer, and before the teacher counts ten, the pupil must give the name of some city which is found in that state. Thus the pupils are tested quickly, one after the other, each having an opportunity to make his answer when different states are named. It is a more difficult game when a pupil is required to draw on a blackboard from memory the outline of a given state, and roughly to indicate the location of its principal cities, rivers, mountains, etc. A better

method is to have each pupil do this test at his desk, and hand in his papers afterward for comparison.

A good game of geographic names may be played when the teacher begins by giving the name of a city, country, river, etc. When this is done, a pupil is required to give a geographic name whose first letter is the same as the last letter of the word given by the teacher. For example, the teacher may mention Boston, which ends with the letter N. The pupil must give a word beginning with N, and may mention Newark. The next must give a word beginning with K, (the last letter of Newark); and so the game progresses. No geographic name may be given twice during the progress of the game.

Geographic Traveling is a game of words, and tests one's wits to select those suiting the requirements. The teacher explains that she will mention geographic words alphabetically, beginning with A, she selects Atlanta. "Now if you went to Atlanta, what would you do?" First, the direction of Atlanta must be pointed out. In answer to the question "What would you do?" the pupil must use two words in his answer, both beginning with A. For example, the answer might be given, "If I went to Atlanta, I would Act Awkwardly." "If you went to Boston, what would you do?" "Bake Beans, Black Boots, Behave Beautifully," etc. Chicago? "Cut Capers, Close Contracts, Conserve Coins," etc. Detroit? "Drive Dodges, Deliver Doughnuts." Evansville? "Eat Eggs, Elevate Everybody." France? "Fry Fish, Fumigate Frenchmen." Thus the game may continue with more or less success throughout the whole range of the alphabet.

Methods of Travel

An interesting variation of the traveling game is made when each pupil is required to write in a given time all the methods of traveling of which he can think. The writer has had fifty different modes of travel given by a class in five minutes. The answers included train, taxi, two feet, scooter, airplane, canoe, subway, wheelbarrow, boat, tricycle, submarine, street car, stilts, skis, jinrickisha, snowshoes, camel, elephant, mule, elevator, sleigh, besides many more common methods.

One of the simplest games in arithmetic is played in the form of a relay. Two or more rows of pupils at their desks may take part in the relay, provided they have easy access to the aisles, up and down which they must run. The pupils on the front seats provide themselves with pieces of chalk. At the starting signal, those at the head of each line run to the blackboard and write any

number from one to nine; or columns of two figures each may be used. This done, they run back, give the chalk to the second in line, and take their original seats. The second pupil runs to the board, and places another number under the first. Thus the game is continued until all have written numbers, except the last in line, who must add them correctly, and get back to his seat. Here again is an element of competition.

Problems in Arithmetic

A more elaborate game is played with cards, about four by five inches in size. On these cards are printed separately the digits, from zero to nine. It is better to have two sets of digits in each group, because there is often necessity for two similar numbers. Five other cards are needed, having respectively the signs for addition, (+), subtraction (-), multiplication (\times), division (\div), and for equality (=). The pupils are arranged in rows, as in the previous game. The teacher calls out certain numbers, for example, nineteen. The children having the cards one and nine take their places in proper order, the cards being held in front so as to be visible. Then she may say "plus twenty-six." The child holding the plus card runs into position, as do those holding the two and six. What is the sum of these two numbers? The sign of equality must be placed in position, and the pupils, without further suggestion must arrange in proper order the numbers which represent the sum, in this instance four and five. ($19+26=45$).

These are examples of arithmetical problems which the teacher may call: $108 \div 4 = 27$; $14 \times 7 = 98$; $103 - 78 = 25$. The advantages of the game lie in the fact that each pupil in the contesting lines must solve for himself the problem, and without help or suggestion from his team-mates. If he holds a figure necessary in the solution of the problem, he must respond quickly to the situation, and do his part in the game. Thus mental alertness is stimulated, and the game has good possibilities. It may be made quite difficult, if the teacher uses sufficiently large numbers of digits in the problems which she dictates.

While the games mentioned in this discussion are especially good in the schoolroom, they may be played to advantage by groups other than school children, and many of the suggested activities may be used in social groups of various kinds. The forms of games here given are valuable in breaking the monotony of every-day schoolroom experiences, and may well be used occasionally because of their educational and recreational values. They should never be used so frequently or to such excess that the pupils grow tired of them.

Recent Progress in Educational Legislation*

Public school achievement may be modified or hampered by one state legislative policy or accelerated by another but the course continues onward and the advance general

By RICHARD B. THIEL, PROFESSOR OF EDUCATION, LAWRENCE COLLEGE, APPLETON, WIS.

BEFORE one is ready to arrive at any conclusion concerning progress made in educational legislation it is necessary to regard somewhat the magnitude and the complexity of the problems of our educational activities. To begin with, one is safe in saying that education is our biggest and most important American enterprise. When one stops to think that fully one-fourth of our total population is enrolled in some kind of organized school, the maintenance of which involves the full-time services of almost a million teachers, necessitating an annual expenditure of \$2,400,000,000 and a total investment of \$6,509,000,000 in school property, inclusive of endowments, one has some conception of the magnitude of the problems involved in its administration.

Although educational legislation is concerned with all types of schools it touches most intimately those schools which are directly dependent upon public support. The number of pupils attending the public elementary and secondary schools in 1924 was 24,288,800, or almost ninety per cent of the total number in all types of schools, public and private, including colleges and technical schools. The number of pupils enrolled in private schools in grades one to twelve, is only about seven per cent of those enrolled in the same grades of the public schools. This indicates that the matter of elementary and secondary education has become almost entirely a problem of public support, which means an annual expenditure of almost two billion dollars, or fully three times the gross expenditures of the United States Post Office, one of the greatest establishments in the world.

When it is considered that the number of pupils in the public schools is steadily increasing, the school year becoming longer, and the types of education more diverse and differentiated, it becomes increasingly evident that the problems of

our dynamic public education are indeed challenging and deserving of the serious consideration of our most capable scholars and thinkers.

Yet the policies of public education are not shaped by a single agency, but by at least forty-nine different legislative bodies almost entirely independent of each other. The principles in conformance with which such legislation is framed, are too often governed by expediency. It is yet too general a practice that the men who best understand our educational problems are not consulted and are not enabled to assume that rôle of active leadership, or intelligent guidance, that the situation demands.

The average American parent, indifferent though he may seem to the work of the school, is keenly alert to its needs and ready to come to its financial support. His seeming indifference is often due to a sense of good sportsmanship, of letting those placed in charge shape its policies unhampered. The sacrifices the great body of fathers and mothers are willing to undergo in order to give their children the best opportunities our schools afford, is ample proof of their faith in education.

It is this active interest that causes men and women to form themselves into associations that are able to wield a powerful influence in shaping educational legislation. Among these are the parent-teachers associations, the National Congress of Parents and Teachers, and various other school improvement associations which have done such excellent work, particularly in the southern states. Through these the student of education is reminded of the school societies that were instrumental in winning the battle for public schools in the movement that is now a century old. It is through these bodies that the educational publicist can make his influence felt and in this field much excellent work has been done that is often little noticed by many of the learned proponents of educational research.

Another factor that must not be overlooked is

*This is the first of two articles on educational legislation by Prof. Thiel. The second will appear in an early number.

the influence of the school survey, by educational experts, preferably one that is state-wide in its scope. This is especially true if the findings are presented in a style that is readily readable and understandable by the general public. Notable among these are the recent surveys in Alabama, North Carolina, Arkansas, and Mississippi. No one will question that the constructive educational legislation that has been, or eventually will be, written upon the statute books of these states, has been a direct outgrowth of these surveys and of the public opinion that prompted and supported them.

State Associations a Factor

A third factor that should be mentioned, and by no means the least important, is the formation of effective state educational associations which are to be found in a flourishing condition in every state. At the present time about one-half of these organizations employ permanent secretaries at salaries that enable them to secure men or women, qualified to exercise real leadership. One of the chief duties of the secretary is the editing of a teachers' journal which is sent monthly to the ever increasing membership consisting of laymen, as well as of teachers.

No intelligent analysis of the nation's legislative program in education can be made that does not recognize these powerful influences that have given our national educational policies a unity and continuity that would be impossible through the separate and independent acts of our forty-eight state legislatures. The growing co-operation of all these state associations with the National Educational Association, guided by the researches of the Bureau of Education and of university departments of education, should result in an organization that may efficiently exert itself in the interests of educational progress. Yet care must be taken that it is not suspected of becoming the menace of a powerful and dictatorial agency for propaganda.

It is in the light of such a concerted movement, working through the agencies mentioned above, that the states have been able to do so well in shaping their educational legislation, in whose pattern are discernible the general national tendencies as well as the many necessary local adjustments to their needs and to their economic status. To discover and point out these tendencies is the main purpose of this article.

The technique used in this study is simple and can be described in a few words. A letter was addressed to the chief educational officer of each state with the request to enumerate the three or four most important school laws enacted in his

state during the recent legislative session, and also during the preceding one. Copies of the legislative acts, or digests of the same, were also requested. Similar requests were made of the secretaries of the various state educational associations. The assumption was that these educational leaders were most competent to evaluate their own legislative achievements. At the same time the actual content of the enactments furnished a record by which its real merit could be judged in its true proportions.

No attempt has been made to determine the total number of educational measures enacted during the past two years. No doubt the entire number would run into the thousands, but after counting out the special acts that are almost purely local in their application, it is probable that very few in excess of one thousand would remain. This is in agreement with the estimate recently made by W. R. Hood of the U. S. Bureau of Education. (*Bulletin* 1925, No. 35.) Considerable attention has been paid to a classification of the various enactments. The broadest classification that suggests itself is the following: (1) Special; (2) permissive; (3) amendatory; and (4) constructive.

Special Legislation Is Passing

Fortunately the age of special legislation is rapidly passing. The day of special charters to cities, providing also for the administration of their schools, is almost past, although its shadows will long continue to linger, as so many cities possessing such charters are reluctant to give them up. Yet with the possible exception of the very large cities, they will have to do so eventually, for there is nothing to prevent the legislature from repealing these charters at any time regardless of past guarantees. Furthermore, the tendency is entirely in the direction of superseding special acts by general acts, the execution, or administration of which is left to a body or officer, with considerable discretionary powers.

To expect a legislature, composed of citizens of only average ability, meeting for a short period every year or two, to attend to the details of the state's business and to attempt to fix local regulations is not in accordance with sound principles of government. Although the volume of such legislation is still many times too large, it is gratifying to note the tendency in many states to leave such details to the state board of education, or to the commissioner or superintendent of education.

Permissive measures are those which legalize an act already being performed by a school corporation, or which authorize a contemplated act.

Among such there are many measures relating to school revenues; viz: Legislation in Illinois permitting additional levies of one per cent with the maximum fixed at two and one-half per cent and at the same time authorizing property assessment at full value. In Kentucky the maximum county levy was raised from \$0.50 to \$0.75 per \$100 assessed valuation. Similarly, California legalizes the operation of school cafeterias and Illinois authorizes boards of education to sell real estate belonging to their district after favorable action by the legal voters of the district. Another act in the same state authorizes the board "to employ dentists and to prescribe their duties and to establish and maintain a first-aid room with a competent nurse in charge."

The third type of school legislation, referred to as amendatory, is very common and probably will always continue to be necessary. It often happens that some change or adjustment is deemed necessary for the more effective operation of a law, or to make its operation less objectionable, so in response to some complaint, or exhortation, from the constituency, or some other interested person, amendments are proposed. Law-makers seem to take an especial delight in this species of "tinkering," resulting in patchwork legislation in which the original design or content of the law is often almost completely obscured.

Methods of Preventing Evils

The evils of this may be prevented in several ways, such as: (a) A more scientific procedure in law making, which is attained through the establishment of legislative reference libraries and the employment of experts in drawing up or revising bills, and by careful checking by members of the state department of education prior to their final passage; (b) laws may be drafted along general principles, leaving to the administrative officers, or boards, the making of adjustments within fixed limits; and (c) from time to time a complete revision or re-codification of the school laws becomes necessary.

Recent educational legislation gives evidence of the presence of all three of these expedients. Most of the states have legislative reference libraries and there are some that, like Wisconsin, employ full-time experts as revisors of the statutes. A good example of a law giving the state board of education considerable latitude in applying the statute is the following provision from the Equalization Act in New York which went into effect, July 1, 1926: "The board of regents may, on and after August 1, 1927, adopt a rule changing the ratios to be used in determining the number of elementary- and high-school teachers as the basis

on which the amount of state aid is to be allotted under this section." Such a provision permits such adjustments in the application of the act as may be deemed necessary under the direction of experts. If material changes in the law are necessary the state legislature can always be appealed to.

There has been a rather widespread tendency among the states the past two or three decades to re-codify their school laws. Since 1900, twenty-two states have been active in this regard. Of these, two (Illinois and Oklahoma) are again undertaking careful revision. Tennessee completed a similar undertaking in 1925, and Michigan has just passed an act providing for the rearrangement of existing laws, which clears up passages in these laws and places them in chapters dealing with similar subject matter. Wisconsin authorized the revisor of statutes to revise and re-codify the school code after a number of amendments were adopted by the legislature, and obtained the governor's signature in July, 1927.

Application to Special Charters

Unfortunately, there is a question as to whether the provisions of the act pertaining to city schools applies to some forty cities now operating under special charters. Likewise, the act makes all cities except Milwaukee clearly dependent upon the common council for all local levies. These defects might have been remedied if the school men of the state had been given an opportunity to participate in the revision. It is they who are obliged to work under the law and are best qualified to point out lines along which the law could be improved.

Kansas and California have gone at this matter more consistently. The Kansas law of 1927 provides for a school code commission of seven—two from the senate, two from the lower house, two appointed by the governor, and one by the state superintendent of public instruction. This assures the school men representation on the committee.

A similar act approved by the governor of California, May 10, 1927, is a particularly commendable piece of progressive legislation. It provides for a commission of five, consisting of the superintendent of public instruction, the attorney general, the chief of the legislative counsel bureau, and (a) a county superintendent of schools and (b) a city superintendent of schools appointed by the governor. The commission is to report to the legislature in 1929. The plans also involve a change in the constitution, so that it will be possible to have the commissioner of education selected by the state board of education.

The NATION'S SCHOOLS

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Editorials

The Village School's Opportunity

THE present writer has completed an inquiry respecting the interests and activities of boys when they are not in school in one hundred villages in the Middle West. Principals of schools, ministers, presidents of women's clubs, and others have given testimony concerning the ways in which the young spend their leisure time in their respective villages. The results of this investigation have shown that in a majority of these villages young people waste their time and often engage in "deviltry" when they are not in school. The boys usually hang around pool halls, barber shops, railway stations, or loaf in alleys or on street corners. The girls often promenade the streets and indulge in gossip pertaining to the amorous adventures of boys and girls in the community. In most of the villages, the school buildings are not open after school hours. There are, as a rule, no inviting reading rooms to entice young people off the streets. There are no municipal motion picture theatres, although in all but a very few of the villages there are commercial theatres that, speaking generally, display sensational motion pictures.

Most of the persons who have given testimony in this investigation have said that the majority of the young people in the villages studied do not have wholesome, invigorating influences playing upon them even in their homes. Usually the community is "dead," so that the boys and girls have to arrange for their own diversion and entertainment outside of school; true to human nature, they tend spontaneously to choose questionable amusements. Let boys and girls loaf in a "dead" village or any other "dead" place, and the chances are that they will adopt unwholesome practices. It is easier for anyone, young or old, to slip backward and indulge his lower impulses than it is to push forward and cultivate his intellectual, social, ethical, and moral powers. One does not need to make any effort when he wishes to gratify his impulses, for he can do this very easily, but he has constantly to struggle to attain the ideals that are presented in the school, or in the church, or in any institution that is working for the betterment of individuals or of the community. A teacher, especially, ought never to lose sight of the fact that the individual is the heir of his remote ancestors, who lived a quite different life from what we are endeavoring to have our young peo-

ple live today, and so it is necessary to build up checks against the gratification of sensuous desires that have been bequeathed to all of us from the past, and to lead the young to see that in the long run, a life in accord with the present-day intellectual, social, ethical, and moral ideals will yield greater pleasure than a life of indulgence of elementary impulses.

It may be a surprise to some readers of these lines to hear that the ranks of the juvenile delinquents of the city are recruited to a considerable extent from towns and villages and rural districts. They get started in their wayward life in smaller places, because they do not have enough of interesting, wholesome activities to keep their thoughts out of unwholesome channels. In any "dead" community, the probabilities are that boys and girls will not have enough of interesting activities together to preserve romantic and chivalric relations. Outside of school they will talk about amorous indulgence. The conditions surrounding young people under such conditions tend toward the breaking down of modesty and self-restraint. The "deader" the community, the greater the likelihood that young persons will indulge in lewd talk and even lewd action.

One of the most vital needs in America today is to make the village school a leader in establishing wholesome ideas and practices among the people of the community. In the first place, the school should be a consolidated school, for the village itself and for the farming country round about. A village cannot maintain a wholesome life unless the rural sections contiguous to it co-operate. A consolidated school in a village can easily be made a community center. It can be equipped with facilities for ministering to the social needs of the young as well as of the adults of the community. In a number of states the movement is well under way to make the village school a neighborhood school for the village and near-by rural people, and the results are already gratifying.

Youth in the Saddle

A FEW months ago, the superintendent of schools in Superior, Wisconsin, dismissed a teacher who had been a member of the faculty for twenty-three years. It was claimed that she had criticised the school system of Superior and so had forfeited her right to remain a teacher in the city. The pupils of the high school believed that the teacher had been treated unjustly, and to show their displeasure about 1000 of them walked out of the school and refused to return until the teacher had been reinstated. It was

believed that the strike could continue for only a few hours, but it lasted for months. It proved to be the most serious strike in American history of pupils in elementary or high schools. The city was greatly disturbed over the matter. There was wide-spread belief that the pupils were justified in their action. The Board of Education was criticised for dismissing the teacher and for their attitude toward the pupils who had struck in protest against their action. The matter became so grave that Governor Zimmerman was asked to intercede and bring the strike to a close. The Governor ruled that the strike was a local affair and he refused to interfere. The citizens showed in the fall elections that they sympathized with the pupils, because they elected a new Board of Education, which promptly dismissed the superintendent of schools.

Youth is pulling hard on the bit these days. Pupils will not be denied in their wishes. We will all have to reckon with the "new freedom" for the young. Any superintendent, principal, or teacher who conspicuously and persistently acts in a manner hostile to the public sentiment of the school population stands a chance of losing out in the long run, if not immediately. What a change has taken place in this respect in two decades! How long will it be before pupils in schools and students in colleges will give orders to those who, in earlier times, would lay down the law to them without any likelihood of their mandates being even questioned?

Team Work in School and Home

THE HOME and the school are closer together in our country than elsewhere. Parents and teachers among us co-operate more actively and sympathetically in the instruction and training of the young than is the case in any other country. Parent-teacher associations are already very numerous throughout our country and new associations are being established everywhere. According to the writer's observation, the members of parent-teacher associations are sincerely devoted to the task of bringing the home and the school into more intimate relationships, to the end that both may be of greatest service in the physical, intellectual, social, and moral education of the young.

As a result of the co-operation of home and school in America, educational work is better adapted to the needs of daily life among us than among foreign peoples. In other countries, the school is rather remote from actual life. It aims principally to train the mental faculties of pupils without particular reference to the actual situa-

tions in which they will be placed outside of school. But with us, teachers and parents alike are seeking in increasing measure to adopt courses of study and methods of teaching that will prepare young people directly and adequately so that they may adjust themselves to the social, physical, and moral situations in which they will be placed in life outside of the school room.

Parents and teachers will need to co-operate more intimately and more cordially in the future than they have done in the past, because we are entering upon a great program of educational reconstruction. There is a vast amount of educational investigation being carried forward in every section of the country. The purpose of this investigation is to determine what materials of education, what methods of instruction, and what program of discipline will best prepare our young people to meet all the requirements of daily life. All the traditional subjects of education are being thoroughly scrutinized for the purpose of eliminating all topics that have ceased, or are ceasing, to be of much service in American life. There is not a subject that has been taught in the elementary or high schools that is not being overhauled. Hundreds of cities throughout the country are banded together for the purpose of pooling the results of investigation and experimentation in re-constructing courses to study, and devising more effective methods of instruction and school management.

Parents Must Be Informed

In order to put new programs into effect, it will be necessary for parents to understand the principles underlying the changes that are being made in our entire educational system. In some sections parents are not in close touch with teachers; they do not discuss or understand the results and implications of educational investigation and experimentation; and in these sections the newer principles of educational procedure are being applied very slowly and with much resistance on the part of those who do not understand the principles that underlie educational reconstruction.

The time that is being saved in curtailing traditional studies is being utilized in enriching the curriculum by introducing new studies that relate to one or another phase of American life, or extending studies that have been in the curriculum for a few years but have not been much emphasized. The social studies are being given a much larger place in our educational curricula than has been true heretofore. Plans are being made to emphasize natural sciences more than has been done in the past. Pupils are being required by their own intellectual effort to solve real problems

pertaining to the physical or social environment much more largely than has been true heretofore. School discipline is being determined very largely by the requirements in order that pupils may be free and may be encouraged to co-operate in working out vital problems and projects. Parents will need to keep closely in touch with the work of the schools in order that they may lend a hand in promoting these newer educational methods.

Going to School the Year 'Round

DOUBTLESS most of the readers of this article can remember the time when public schools continued in session only during the winter months, when there was not much need for children to help in the work on the farm. Even in towns and cities, the schools began late in the Fall and closed early in the Spring. The notion that children should attend school only when they cannot be engaged in profitable employment of one kind or another still persists in some places, although the school year has been extended in most states to eight or nine months, and in a few cases, ten months in length. In some localities, however, the rural and small-town schools are not in session for more than five or six months each year. Certain states have recently enacted legislation compelling *all* public schools to continue in session for at least eight months every year; but this legislation has in every instance been vigorously opposed by those who still cling to the idea that children should not be in school when they can find work to do outside.

But there has been a growing belief among our people the last few years that our youths are not receiving enough schooling. There is much discussion these days in the educational and in a few of the lay magazines concerning the progress made by pupils in the schools in America compared with pupils in other countries, especially in Germany, France, Switzerland, England, and Japan. It is being freely said that a sixteen-year-old pupil in any of these foreign countries is advanced from two to three years beyond a pupil of the same age who has been educated in the public schools of America. The writer has just concluded a series of conferences with the members of an educational commission from a foreign country who have been inspecting the schools in America as well as in several other countries, and they are convinced that our children are educationally from one to three years behind the children of the leading countries of Europe.

There is a particular phase of the matter that should receive the serious attention of our people. The countries of the Old World with which we are

in active competition commercially are working on the plans designed to utilize most of a young person's waking time in promoting his education. Foreign statesmen realize that the countries that will be most prosperous in the future are those that will provide the broadest, the most thorough, and the most effective educational program for the young. We are more or less explicitly aware of this fact in our own country and so we have been lengthening the school year and the compulsory school age during the past few years, and we are at the present moment establishing nursery schools throughout the country so that we may utilize for educational purposes one or two of the early years that have heretofore lain fallow.

School Age Has Increased

Formerly, the school age included the years from six to fourteen; but gradually this period has been increased from two to six years, until now all the young in some states must continue their connection with the schools for at least part-time until they are eighteen. And the program in some sections provides for the addition of a year or two further, making it compulsory for all children to keep in touch with educational agencies until they are nineteen or twenty.

But while our people are thus endeavoring to extend the education of the young by lengthening the school age by utilizing both earlier and later years in childhood and youth, they are still acting on the theory that children, alike in rural and urban communities, should be educationally idle during the summer months. The view that children are better off running the streets for two or three months every Summer than they would be in school still persists in many places; so that while there has been much talk during the last decade of the desirability of saving time in education, the chief source of lost motion in our educational program has been overlooked.

About twenty years ago, Addison Poland, then superintendent of the schools of Newark, New Jersey, convinced his board of education that it was highly desirable to keep the schools in certain sections of the city in operation throughout the year, with provision for several one-week vacations. In due course, eleven of the large public schools of the city were changed from traditional (so-called) to all-year schools, and they have continued on the all-year plan from the date of establishment to the present time. Not all the citizens of Newark have approved of the all-year plan; some influential persons have vigorously opposed the policy from the beginning. For fifteen years the all-year schools have had their friends and

their enemies, the former maintaining that pupils in the all-year schools gain two years during the elementary school period over pupils in the traditional nine-and-a-half months' schools; but this claim has been denied by those opposed to the all-year schools.

During 1925, the conflict over the all-year schools became very acute, until finally the board of education decided that an investigation should be made in order to determine whether or not the schools were a valuable feature of the public school system of Newark. Accordingly, a thoroughgoing study of the all-year schools in comparison with the traditional schools was conducted by a group of investigators.

The all-year schools are located, for the most part, in congested sections of Newark. The residents in these sections have come from every part of the world. They speak various languages; a large proportion of the pupils in the all-year schools come from homes in which the English language is never spoken. They practice Old World customs in respect to hygiene and social activities. The all-year schools have had to take these children from their foreign homes, living under foreign conditions and ideals, and make American citizens of them in the face of influences that are hostile to the accomplishment of this purpose.

Handicaps of Foreign Children

In attacking their problem, the investigators first of all made a study of the intellectual endowment of pupils in the all-year as compared with the traditional schools, and it was found, as might have been expected, that the former, taken as a whole, did not possess the type of intellectual ability required for success in educational work in as high degree as did the latter, taken as a whole. Allowing for exceptions, the children from the foreign homes are somewhat handicapped by birth in respect to the type of intellectual ability required for normal progress in school work. Not only are they handicapped by heredity; they are handicapped also by hygienic and social conditions environing them outside of school. Compared with children better endowed by nature and surrounded by more wholesome physical, social, and intellectual conditions, they are incapable of making progress through the schools as rapidly as traditional school pupils.

What has the all-year school done for these handicapped children? The investigators administered educational tests of every dependable sort, and they weighed the data secured against the intellectual, social, hygienic, and intellectual conditions influencing the all-year as compared

with the traditional schools. The results showed that, while the all-year pupils are not advanced two years beyond the traditional pupils, they do keep abreast of them through the schools, which must be regarded as an extraordinary accomplishment, in view of the circumstances. If the handicapped pupils had their training in the regular schools, they would be from one to two years behind traditional pupils who were completing the eighth grade of the elementary school. The all-year schools are preventing thousands of children in the city of Newark from losing one or two years during the elementary-school course.

Grouping According to Ability

THERE has been much discussion lately in educational circles concerning the desirability of grouping pupils according to mental age rather than according to chronological age, when the two ages do not run parallel in individual cases. It has been shown by extensive investigation that a pupil may be advanced mentally so that his mental age may be greater than his chronological age. Or the other way around,—he may be mentally retarded so that his mental age may be lower than his chronological age. A few years ago, pupils were grouped according to chronological ages entirely; the first grade contained six-year-old children, the second grade seven-year-old children, and so on. But as the result of the application of intelligence and educational tests, the belief has been growing that chronological age should largely be disregarded in grouping pupils, and that mental age and mental ability should be taken account of in classifying pupils.

An investigation recently concluded showed that of 163 cities having a population between 10,000 and 20,000, 145 have adopted the plan of dividing some or all the pupils of the elementary-school grades into ability groups. Eighty of the 145 cities use the plan in all the elementary-school grades. In the sixty-five other cities, sixteen use it in grades six to eight, twenty-three use it in grades four and five, and twenty-six in grades below the fourth. Of the 163 cities reporting, 119 classify some or all of the junior high-school pupils into ability groups, and eighty-one classify some or all of the senior or regular four-year high-school pupils according to ability.

The bases used for classification purposes in thirty of the cities of 10,000 to 20,000 population are intelligence quotient, mental age, educational age, and teacher's judgment. In the other cities there are various combinations of bases, as intelligence quotients and teacher's judgment, or

intelligence quotient and educational age. The teacher's judgment is one of the bases used in 133 of the cities reporting, intelligence quotient in 106, mental age in forty-one, and educational age in forty-five cities.

Of eighty-nine cities of 30,000 to 100,000 population reporting, sixty-six are classifying the elementary-school pupils in some or all of the grades into ability groups, fifty-seven are so classifying the pupils in the junior high school, and thirty-six of those in the senior or regular four-year high school.

Of forty cities of 100,000 or more population reporting, thirty-six employ ability grouping in some or all of the elementary-school grades, twenty-eight in some or all of the junior high-school classes, and twenty-six in some or all of the senior high-school classes.

While this movement is making headway rapidly, there are some among us who maintain that it is undemocratic to differentiate gifted from backward pupils in our schools, and that it is not good either for the gifted or the backward. We shall have something to say on these points in later issues.

Health Insurance

THE Virginia Educational Association, with the co-operation of the Medical College of the University of Virginia, is fostering a movement which ought to be developed in every state. Teachers who need preventive medical treatment will be cared for in the new hospital at Charlottesville for a moderate amount—within the resources of most teachers. Realizing the situation and desirous of improving it, the Medical College of the University of Virginia will hereafter, in fulfillment of the arrangement with the Virginia Educational Association, give as many teachers as can be accommodated preventive medical treatment without charge. They will be required to pay only the actual cost of room, board, and nursing.

It is important to note that teachers who receive preventive treatment at the University of Virginia will not be regarded as charity patients. Any movement designed to extend public charity to teachers ought to be discouraged. A teacher is entitled to enjoy an economic status which will not make her a charge upon public benevolence. Any profession that is dependent upon charity will always occupy an inferior position. But it is different when a state educational association arranges for medical treatment for its members as a kind of insurance. Such treatment is of the nature of health insurance.

To Our Readers—A Grateful Appreciation

IT IS with mixed feelings that the editors of *THE NATION'S SCHOOLS* review the hundreds of letters of congratulations and comment on the January number. With the sense of gratification that so many readers have indicated appreciation of our initial effort, there is also a feeling of responsibility, a challenge, as it were, to live up to the expectations of our subscribers who have so generously expressed their approval and have given so helpfully of their suggestions.

In journalism, as in school administration, we draw new inspiration from the appreciation shown by those we serve. The sincere thanks from the editors and publishers are extended to the many readers whose letters and comments have helped us by their recognition of our purpose.

Of particular significance is the fact that out of comments received there are 1,136—a cross section of all types and classes of schools—expressing uniformly commendation of the varied material offered to the school field. These comments are strengthened by many who express special interest in one or more of the leading articles of the January issue, and the tabulation of such comments shows that every article has been appreciated by a large percentage of the readers. Below are quoted a few of the many that have been received to date:

"Full grown in Vol. 1, No. 1."—Joseph Marr Gwinn, Superintendent of Schools, San Francisco, Calif.

"It reflects great credit upon your editorship and that of Dr. O'Shea. It gives promise of winning a widespread clientele."—Dr. Payson Smith, Commissioner of Education, Department of Education, State House, Boston, Mass.

"Heartiest congratulations on the first number of *THE NATION'S SCHOOLS*. It meets a real need for a sharper focusing of research upon the problems of school administration. All the articles are well done and the form of the whole is most attractive."—Joy Elmer Morgan, Editor, *The Journal of the National Education Association*, 1201 Sixteenth Street, Washington, D. C.

"It is born like Athena—full grown. It is, indeed, a surprisingly fine product of educational journalism, setting a very high standard, comparable with that of the best popular magazines in journalistic form. Hearty congratulations on the achievement of the first product, and best wishes for great success with your venture in educational journalism."—Arthur L. Marsh, Editor, *Washington Education Journal*, Seattle, Wash.

"I say unhesitatingly at once, without the slightest

criticism of any other national journal, that it seems to me to fill a place that has not yet been occupied by any other educational publication. You have set a very high level in your first issue. If you maintain that, and it will be a difficult task, you will succeed splendidly."—Harlan H. Horner, Executive Secretary, New York State Teachers' Association, Albany, N. Y.

"Agreeably surprised with physical appearance. Impressed by quality of articles and range covered. High quality of advertisers."—McIver and Cohagen, Architects, Billings, Mont.

"If the first issue is a fair sample of following issues I wish *THE NATION'S SCHOOLS* could reach every thinking parent in the United States."—Dr. H. S. Willard, President, Board of Education, Ridgewood, N. J.

"We believe there is a real place for the kind of journal that you have begun to publish."—R. M. Sealey, Executive Secretary, and Editor, *Journal of the Florida Education Association*.

"Finest educational magazine I have ever read. Keep up the good work."—N. W. Geiss, Assistant County Superintendent of Schools, Oley, Pa.

"A very ambitious number. Hope you can keep it up."—Watson K. Phillips, Architect, Philadelphia.

"Your magazine is the best and most up-to-date professional publication I have had the opportunity to read. The contributions are practical and to the point, clear cut, and skillfully prepared for the wide-awake teacher and school administrator. It is an excellent periodical from the standpoint of economy and service."—Rev. L. B. Kucera, Superintendent, Rudolphinum High School, Prottivin, Iowa.

"I am delighted with the first issue of *THE NATION'S SCHOOLS*. It is all that I anticipated that it would be. The subject matter of its articles offers the school men a splendid variety of well-balanced professional food. The articles are interesting, practical, and helpful. The physical appearance of the magazine is in excellent keeping with the subject matter presented."—C. A. McCanness, County Superintendent, Unicoi County Schools, Erwin, Tenn.

"A fine magazine and I think fills a long standing need."—H. L. Mills, Business Manager, Board of Education, Houston, Tex.

"It is a healthy looking infant and will not need to grow any in order to become a strong adult. I sincerely wish it could be sent to every member of boards of directors and boards of education in Illinois. Many of them need just exactly the inspiration and information which your magazine promises to carry."—R. C. Moore, Secretary, Illinois State Teachers Association, Carlinville, Ill.

"*THE NATION'S SCHOOLS* seems to me to be to educational research what applied psychology has become to abstract psychology. I like it."—J. W. Foreman, Superintendent, City Schools, Goshen, Ind.

"Your publication is a valuable addition to any architect's office. We congratulate you on this issue."—David S. Castle, Abilene, Texas.

"Decidedly favorable. Undoubtedly the most impressive educational magazine in general appearance."—A. D. Weeks, Dean, School of Education, North Dakota Agricultural College, Fargo, N. D.

"You promised us that your magazine would not be 'just another magazine.' You have lived up to that promise. I like your magazine exceptionally well, and hope you will succeed in keeping a step ahead of educational trends."—Moses N. Thisted, Principal, Union Free High School, Waterford, Wis.

"I am well pleased with your first issue and your plans for the future. We have already made practical use of several suggestions from Vol. 1, No. 1."—C. C. Green, Superintendent of Schools, New Castle, Pa.

"The first issue gave me the surprise of my life. I am sure that I shall not regret the fact that I took advantage of your offer. The magazine can't be beaten."—Amos C. Morse, Principal, Huntington High School, Huntington, Mass.

"Size, print, paper, and illustrations O. K. Has the appearance and feel of a high-class professional magazine. Front page in good taste."—Andrew J. Lang, Superintendent, Huron, S. D.

"The most promising professional 'youngster' I have ever seen. May it grow and prosper."—H. W. Puckett, Superintendent, Grade and High School, Owenton, Ky.

"I am delighted with it from every point of view. The subject matter is excellent and interesting and the print and artistic makeup are all that could be desired. I wish *The Nation's Schools* every success."—Joseph Kennedy, Dean of the School of Education, University of North Dakota, Grand Forks, N. D.

"I desire to congratulate you on the very excellent quality of this first number. You must experience keen pleasure in distributing copies of such an able and promising educational journal."—S. Monroe Graves, Superintendent of Schools, Wellesley Hills, Mass.

"This initial number is so complete and so excellent that I am sure I shall find nothing in it to criticize. If the high standard is carried out you will have every reason to be congratulated."—Dr. William A. Mowry, Chief Physician, Department of Student Health, University of Wisconsin.

"It is most attractive, and I congratulate you on the interesting appearance of the publication."—Dr. Samuel Drury, Headmaster, St. Paul's School, Concord, N. H.

"I feel that you are to be congratulated on the magazine. I think it will fill a great need and will be of real value to the administrator of any educational institution."—W. C. Keith, President, Grove City College, Grove City, Pa.

"It was with a great deal of anticipation that I opened my copy of *The Nation's Schools* and I was in no way disappointed. I was most impressed with the general impression of solidity of thought and careful preparation which the number suggested."—Elder R. Herring, Superintendent, Middle Point Public Schools, Middle Point, Ohio.

"Am delighted with the appearance of the magazine, and the broad scope of the material presented. It presages a very helpful year of educational reading."—George R. Snyder, Superintendent, Vermilion Public School, Vermilion, Ohio.

"The first issue of *The Nation's Schools* seems to indicate that the magazine is to fill a distinct need, and that it will be a valuable addition in the field of educational periodicals."—E. W. Jeffery, Superintendent of Schools, Berne, Ind.

"I am very much pleased with this January number. *The Nation's Schools* has made a fine start. It should prove of high value to administrators."—James H. Harris, Superintendent of Schools, Pontiac, Mich.

"Was very much pleased with the whole layout."—Thos. W. Williamson, Architect, Topeka, Kan.

"If it continues to be as good or improve it will be the most valuable magazine available for superintendents."—C. M. Horn, Superintendent, Bad Axe Public School, Bad Axe, Mich.

"First impression was that it covered apparently all departments of school work."—E. L. Hindes, Principal, Mosinee High School, Mosinee, Wis.

"Your first publication was very fine—It will fill a definite need."—C. B. Lund, County Superintendent of Schools, Douglas County, Alexandria, Minn.

"*The Nation's Schools* is most fascinating and will fill a need of our school system. It will surely be a carrier of thoughts which will take root in many and various soils and their growth will yield fruit in the way of better and wiser education for the coming generations."—Viola B. Shepherd, County Superintendent, Morrill County, Bridgeport, Neb.

"It fills a long felt need. It 'hits the bull's eye' more accurately than any other available reading matter at the present time."—R. J. Sisson, Supervising Principal, Shell Lake, Wis.

"It's just the sort of a magazine I've been looking for. I'm looking forward to the next issue."—Clinton E. Skifstad, Superintendent, Pentwater Public Schools, Pentwater, Mich.

"I was agreeably surprised at the general quality of the magazine—quality of paper—advertising, etc."—A. B. Umbreit, Principal, Junior-Senior High Schools, Boone, Iowa.

"I am enjoying the first issue very much. I stamp it as A-1. It contains material which is of practical value."—S. D. Miner, Union Superintendent, Woodstock, Vt.

"Your *Nation's Schools* has set before itself ideals far superior to the ordinary popular magazine. It will fulfill a real mission in our great country."—Rev. Clement Crock, Pastor, St. Philomena Schools, Caldwell, Ohio.

"An excellent treatment of most of our professional ills."—Alfred Schumann, Principal, North Freedom, Wis.

"Enjoyed the book very much and found it very interesting."—Harriet Parker, Physical Education Director, Firestone Park School, Akron, Ohio.

"I like it. I like the set-up and organization, the printing, wealth of illustration, etc. Editorials excellent."

Julius E. Warren, Superintendent of Schools, Lakewood, Ohio.

"I was pleasantly astonished at the large size, high quality of printing, and real dignity of this publication in its first issue."—Evan M. Eliassen, Superintendent, Elementary and High School, Spring Grove, Minn.

"Within the few hours since the arrival of this first number I have read much in it, and with interest. I am already anticipating the next issue."—Dora K. Degen, Dean of Women, Alfred University, Alfred, N. Y.

"I think it is a most excellent magazine."—H. L. Foster, Superintendent of Schools, Longview, Texas.

"A good magazine for either the superintendent or the trainer of teachers, as well as for teachers and everyone else interested in education."—Willis J. Bell, Head of the Department of Education and Psychology, Iowa Wesleyan College, Mount Pleasant, Iowa.

"It has a good assortment of articles of interest to educators. I like the good-sized, clear type and fine illustrations."—E. P. Heckert, Supervising Principal, Public Schools, Monch Chunk, Pa.

"If Vol. 1, No. 1 of *The Nation's Schools* is any harbingering of what you are to offer in the future I am sure school men will look forward to its coming with pleasure. Personally I have nothing to offer but praise for this issue."—E. R. Spaulding, Principal, Benson High School, Benson, Minn.

"A splendid magazine! It fills a real need in the field of school administration. I hope forthcoming issues will hold up the high standard set by the first."—J. L. Rendahl, Superintendent, Petersburg, N. D.

"I am pleased with the publication and think it contains much valuable information valuable to school people."—Flora E. Baker, County Superintendent of Schools, Forman, N. D.

"It is splendid—touches some important problems."—C. H. Martin, President, New River State School, Montgomery, W. Va.

"Consider it an excellent magazine. The best kind that has come to this office."—E. N. Rinde, Superintendent, Public Schools, Lemmon, S. D.

"I am proud of the new magazine. Keep up the high quality of Vol. 1, No. 1."—George R. Bryant, Superintendent, Manchester Public Schools, Manchester, Ohio.

"It impresses me as a magazine filling a need long neglected. The school administrators have needed expert advice on the problems that confront them. From the high-class type of editorship of this periodical I believe it will supply the need."—F. S. Hartsfield, Superintendent of Schools, Leon County, Tallahassee, Fla.

"Very favorable. It will fill a long felt need. The magazine is dignified, conservative, and general in character. Such a magazine has long been needed!"—Everett C. Hirsch, City Superintendent of Schools, Rice Lake, Wis.

"Very good. I am much impressed with the straightforward method of dealing with all subjects. The general makeup of the book is good. The paragraphing is especially pleasing."—O. J. Jerde, Superintendent, Jackson, Minn.

"A wonderful addition to the educational magazine field."—V. D. Patterson, Superintendent, Griswold, Iowa.

"I am very pleased with the January issue. Just what I have been looking for as a magazine."—Herman J. Kloepper, Lexington, Ind., formerly Registrar and Professor of Education, Ellsworth College, Iowa Falls, Iowa.

"Just what is needed. I hope it continues as it started."—H. J. Antholz, Superintendent of Schools, Spooner, Wis.

"I am pleased with the first edition and feel that you are covering a field heretofore untouched. I read the entire magazine with interest."—A. D. Carew, Principal, Oregon Public Schools, Oregon, Wis.

"I enjoyed the issue and believe it to be the forerunner of good."—E. N. Cooper, Supervising Principal, High School, Perkassie, Pa.

"You have begun a real contribution to educational thought and practice in your magazine."—E. L. Rodman, Superintendent of Schools, Antlers, Okla.

"The topics discussed are very vital to our day of educational advancement. Teachers and school people need such expositions."—J. W. Tarlton, County Superintendent of Schools, Roley, Fisher County, Texas.

"My reaction in looking over and reading the first issue of *The Nation's Schools* is agreeable and positively friendly. You have a laudable purpose and indicate ability to accomplish it."—Wilbur S. Young, Superintendent, Springfield City Schools, Springfield, Tenn.

"I think it is one of the best school magazines of its kind that I have read."—H. C. Zimmerman, Superintendent, Pardeeville High School, Pardeeville, Wis.

"Attractive general makeup, effectively illustrated, topics discussed of vital interest and significance, seasoned but modern viewpoints."—A. W. Honeycutt, Superintendent, Hendersonville City Schools, Hendersonville, N. C.

"If you continue the way you have started there is no doubt but that you will have the leading publication of this type."—John H. Phillips, Architect, Pittsburgh, Pa.

"I want to compliment you very highly on the quality and appearance of the first issue. It is much more than I expected, and is going to be of great value to me personally."—A. E. Munger, Architect, Bay City, Mich.

"I am highly pleased with arrangement of the magazine. The subject matter is of a high type. The magazine will without doubt appeal to schoolmen."—S. H. Brown, Principal, West Reading High School, Fleetwood, Pa.

"It is not just another magazine, but destined greatness is apparent. It is attractive and helpful. I am sure it will meet with approval."—W. C. Parsons, Principal, Cleburne County High School, Heflin, Ala.

"I believe the issue was the best on schools I have ever read. The magazine was really more than I expected from a school magazine. I read it with interest from cover to cover."—Roy O. Chumbler, County Superintendent, Benton, Ky.

"I like it very much. In fact it is one of the best school magazines I have read in a long time."—Charles W. Finch, Superintendent, Piney Special District, Havana, Ark.

"Fills a long-felt need for a real magazine of benefit and interest to administrators. The issue was full of good general information."—F. B. Snowden, Superintendent, Conemaugh, Pa.

The Educational Round Table

Your viewpoints, criticisms, and ideas may find expression in these pages. Write to the Editor, on any thoughts that you feel have significance to the entire school group.

What Are the Benefits of Sabbatical Leave?

CORNELIA S. ADAIR, *President, National Education Association:*

I have been intensely interested in the question of sabbatical leave for teachers, partly because my first trip abroad and my bachelor's degree were both obtained under a form of sabbatical leave that prevails in my own city, Richmond, Virginia, and because I have caught a vision of what a year of freedom from routine work, when properly used, may mean to teachers and to the children whom they serve.

When we realize that practically one-third of the teachers of our nation attend summer school each year, I believe that the question of the wise use of sabbatical leave is answered. If the teacher acquired nothing from lectures or study, the contacts formed at a teachers college, or a college of liberal arts, would be worth while. In fact, I am personally opposed to a teacher carrying a program of study so heavy as to preclude social contacts.

Should the recipient of a leave-of-absence be free to spend it in his own way? Broadly speaking, "Yes." Practically, however, I believe boards of education (meaning any board) will probably feel it necessary to set up certain conditions that those receiving leave must fulfill.

To my mind, travel is an ideal way to spend one's leave. It opens up infinite possibilities.

Because of the wide-spread interest in the question of sabbatical leave, a resolution was passed by the delegate assembly of the National Education Association, at the 1926 convention, in Philadelphia, instructing the division of research to gather information on the subject and to report the results of the study to the meeting of the association in 1927. These instructions were carried out and a report entitled "Sabbatical Leave

for Public School Teachers" was presented in Seattle. This study will be continued during the coming year.

All this leads up to the statement of my belief that a practical and economical plan of sabbatical leave for teachers can be operated for the betterment of the educational system.

F. H. BEEDE, *Superintendent of Schools, New Haven, Conn.:*

In New Haven, public-school teachers do not enjoy the privilege of sabbatical leave.

Whether sabbatical leave for public-school teachers is practicable depends, in my opinion, entirely upon the attitude of the public-school officials to expenditures for the schools. School expenditures have, of course, greatly increased over those of former days. Formerly we paid a teacher her salary and that ended it; now a teacher receives her salary, expects to receive and often does receive salary when absent from her work for limited periods, and has the advantage of tenure of office and pension upon retirement from service. This, without question, adds to the expense of the schools.

If the public is willing to go farther still and appropriate money for sabbatical leave for teachers, it is, in my opinion, highly desirable that this be done and would be a long step in the right direction. Whether the practice is practicable or not, there is no question as to the advantages which it would bring to the schools and to the teachers themselves.

School work is, to a considerable extent, a matter of routine; it is also a severe tax on the strength and nerves of women-teachers. At the end of a period of years, such as seven for instance, they are tired and glad of a chance to

rest for an extended period. To these, a leave of absence when they can completely rest, either by several months of leisure or by complete change of daily life through professional study or travel, great good would come personally and through them to the schools.

In the old days a superintendent did not have to bother much about the training of his teachers, provided they were normal-school graduates; now, however, he is obliged to see that his teachers keep in training and continually grow to meet the new demands of a very highly-organized period of life. All such advantages as tenure of office, pension, and sabbatical leave, are in my opinion desirable as they promote general improvement of teachers and thereby the efficiency of the schools.

1. I believe that most teachers would use to good advantage a sabbatical leave should they receive one.

2. If leave of absence is granted, I believe that the recipient should be under obligations to follow the directions of the school board. Professional improvement should be the object of the grant; whether this should be devoted to professional study at college or university, or to travel, or to a combination of rest, travel, and study, is a matter which should be worked out between the teacher and the school board in each individual case.

3. It is my opinion—in fact I cannot see how it could be otherwise, that a teacher attending a college of liberal arts during a sabbatical leave would gain more professionally than she would remaining at her post and teaching.

So far as possible and so far as finances permit, school boards and superintendents should realize that the progress of the schools depends very largely on the efforts made by school authorities to improve their teachers.

E. RUTH PYRTLE, *Chairman, Committee of One Hundred on Retirement Allowances, N. E. A., and Principal, Bancroft School, Lincoln, Nebr.:*

Many of the progressive public school systems of this country as well as colleges, universities, and normal schools are granting sabbatical leaves of absence to teachers for study and self-improvement. This practice is now so prevalent that it is no longer an experiment.

Numerous school boards have tried the plan of sabbatical leave and found that it stimulates teachers to better teaching through increased efficiency, broader professional view, higher scholarship and culture, a fresh outlook not only on the school-room teaching, but on all phases of life. These same school boards have found that

their sabbatical leave regulations attract teachers of exemplary character, of unusual intellectual tastes, and of proved teaching ability. They have found, too, that the sabbatical leave regulations tend to stabilize the teaching force by reducing the turnover in teaching, which, in itself, proves to be no small item.

Therefore, fair and just sabbatical leave regulations are a good investment for the general public because they benefit the school children of our nation.

S. B. TOBEY, *Superintendent of Schools, Wausau, Wis.:*

I find myself halting between two opinions. I have no doubt that the majority of teachers would use the year to good advantage professionally. If the greatest amount of good was to accrue to the schools the teachers should use it for professional study. I think it altogether probable that they would gain more professionally if they spent the year in attendance at a teachers college than they would to remain at their posts in their respective schools.

If, however, you should ask me, "Would the benefits accruing to the schools justify the expense?" I fear I should have to say that I do not think it would. In our city we would require twenty-three more teachers at a probable cost of thirty-five or forty thousand dollars and if you were to ask me if I thought the giving of sabbatical leave would be the best way to spend that thirty-five or forty thousand dollars I would have to say, "No." I think we could spend that amount of money to better advantage in procuring a higher type of teaching force and more adequate school equipment.

The granting of sabbatical leave would have one other disadvantage, that of the introducing into the system a new group of twenty-three teachers and there would be inevitable loss because of their lack of experience and lack of knowledge of the conditions which they would have to meet in the schools.

FRANK CODY, *Superintendent of Schools, Detroit:*

I believe in the general principle of sabbatical leave for teachers. The fact that it has been adopted in more than half of the larger cities of the country is itself significant. The details of the plan have varied from city to city, but in every case there is the purpose to provide an opportunity to teachers of experience to become even better teachers through travel and study. The evidence from cities which have adopted some such scheme is that teachers who have had the advantage of the sabbatical leave return to their

work with a broader and fresher viewpoint, and are thereby able to give a larger and finer service.

The practical administration of any plan of leave for teachers depends upon many factors. I particularly wish to call attention to the difference between cities which are static or growing only slowly in numbers, and cities which are growing very rapidly. In the latter case, the cost of the original development of the necessities of ordinary life is so great that any additional burden is practically impossible. Streets must be paved, parks must be set aside and beautified, sewers and water mains must be laid, schools must be erected and equipped. Furthermore, all these developments come at the same time. It is for this reason that the tax dollar in a rapidly growing city is all too soon expended on the essentials. There is little opportunity for a number of desirable, but less essential, activities in a city of such a nature.

Because of these facts no attempt had been made in recent years to secure the sabbatical leave for teachers in Detroit. Until the city is able to catch up with itself in its physical equipment the prospect of obtaining the funds necessary for a plan of leave is very slight. I sincerely hope, however, that the time will come when the city's finances will permit the consideration of a plan of sabbatical leave which has proved to be of distinct value in those cities where it has been tried recently.

F. H. BAIR, *Superintendent of Schools, Shaker Heights Village School District, Cleveland:*

At the risk of being branded as brutal and inhuman, I should like to point out that teachers seem to be less in need of a sabbatical year than any other truly major profession. I know no other group who enjoy one-fourth of the year as vacation and who work, on the average, only one day out of two. Certainly, I would venture to say that if sabbatical years are sound for school teachers, they must be sound for lawyers, doctors, preachers, engineers, farmers, housewives, and workers in mills and factories. In my judgment, if teachers allow themselves to get hopelessly into a rut under present conditions, they have only themselves to blame.

If a sabbatical year were common, I believe that teachers would gain more by getting quite outside their routine point of view and doing something utterly different from teaching than by continuing in the artificial microcosms of colleges, normal schools, and other extremely insulated centers of the "trade."

Meanwhile, since the practice of a sabbatical

year is by no means universal, an approach to its benefits might be very easily worked out by a scheme of teacher exchange in elementary and secondary schools comparable with the exchange of college professors actually living under widely different environment. Another type of school system, etc., is better than perfunctory travel and, short of an entire rest or change, is the most promising device for teacher renewal that I know. For example: I lately served as superintendent of schools in Colorado Springs where we traded teachers with New York State and Kansas. Such exchanges ought to be practical with Australia and England. I am not here begging the question of sabbatical years, but feel that this is worthy of consideration as a partial substitute.

CHARLES H. BISHOP, *Superintendent of Schools, Oshkosh, Wis.:*

Leave of absence for a year of study or experience in another school has been tried here during the last six years. The following list of teachers were formally voted leaves of absence:

1. Miss Mary Bauter to teach in Seattle. She is still teaching there after two years although her leave was for the one year only.
2. Miss Lillian Beals to teach in Duluth. She returned after the one year and is now in her same position as before.
3. Miss Orpha Wollangk to study toward her degree at the University of Wisconsin. She returned for the past year but is for the year 1927-1928 again at the University of Wisconsin. We expect she will not return to her former position in the grades but will seek a high-school position here or elsewhere.
4. Miss Patricia Baranowski was on leave last year to attend the University of Chicago and to teach in a school near Chicago. She has returned to her former position.
5. Miss Marion Peake of this high school was on leave of absence to study toward her master's degree at Harvard University. She returned after one semester and is here at present.

This year we have one person on leave for further study. In general, leaves of absences have been sought by teachers of several years' experience who were anxious to increase their educational qualifications and secure better positions. I feel had these teachers not been given a formal leave by the board that, with one exception, they would have given up their positions here and taken the later chance of securing a position here or elsewhere. No one has ever asked for sabbatical leave. I shall see what reaction I can get at the group teachers' meetings during this semester to your interesting question.

Your Every-day Problems

JOHN GUY FOWLKES, THE UNIVERSITY OF WISCONSIN, DIRECTOR

This department will be devoted to an informal discussion of problems arising in the every day life of principals and superintendents. The following are excerpts from letters that have been received recently by the director of this department. Similar inquiries are invited, and should be addressed to Dr. John Guy Fowlkes, Department of Education, University of Wisconsin, Madison, Wisconsin.

Payment and Allocation of Cost of Supplies Purchased in Advance

When goods are bought on contract, it has been our custom to deal with the contract prices as "Encumbrances" in lieu of actual payments. The schools are charged with their proportion of the total contract cost of the goods in the same ratio that their individual requisitions bear to the total amount ordered. This practice had its origin in the need of simplifying accounting procedures as much as possible on account of insufficient clerical assistance. It was further necessitated by the fact that our warehouse records are not so maintained that contract goods can be charged to schools when delivered by warehouse.

Two questions have been raised regarding this practice: (1) Is it defensible? and (2) Under the circumstances as described, what is a better course to pursue?

Another question, which has given us much concern, is the proper method of charging goods which are purchased or contracted for in one school year for use in the succeeding year. In many instances, these goods are actually delivered and paid for before the opening of the school year for which they are intended and in which the goods are presumably to be used, whereas goods purchased other than on contract are charged to the schools when payments are made on the basis of "actual payments" for that particular school year.

In regard to the first question, namely the allocation of the cost of supplies to the various schools served, the present practice is a satisfactory one under the existing conditions. However, it is a comparatively simple matter to keep warehouse records so that exact knowledge of the distribution of supplies is possible, and such procedure would be much more scientific than assuming that schools actually get from the central warehouse all the goods that are requisitioned. Furthermore, such a check between requisitions and actual use is involved in the preparation of a really accurate budget for school supplies.

In regard to charging supplies against the budget for the period in which they are to be consumed, a good method would be as follows: On the supposition that an order of supplies costing \$5,000, such supplies to be used during the year July 1, 1928, to June 30, 1929, are delivered and paid for June 19, 1928, probably the soundest way of handling such a problem is to open the books

for the year 1928-29 during June, 1928, and draw the vouchers paying for these supplies against the budget of 1928-29. Inasmuch as any sound budget has as its first source of revenue a balance carried over from the preceding fiscal year, this is entirely feasible and takes care of the matter of charging costs against the budget for the period that such expenses are incurred.

Taking the School Census in Wisconsin

I have been studying individual census cards and would like to have you indicate to me in what manner such cards are usually used. For example, is it planned that the census taker shall take the card with him while taking the census, or is the information to be transferred from the census sheets to the census cards?

Our present method of handling the problem is simply a list of the pupils as the census taker happens to collect them, and does not satisfactorily meet all of our requirements.

Inasmuch as you are under the county superintendent, it is necessary for you to use the field census sheets furnished by the Department of Public Instruction, for the original taking of the census. However, such census information should be immediately transferred to the individual census record cards to which you referred in your letter, in order that the census history of each child may be immediately available in the superintendent's office. Likewise, a master family census card should be made, containing information relative to all the children in a family.

Fitting the Curriculum to Individual Differences

In making a three-level assignment, would this be an objectional procedure: Providing for C, B, and A levels, making the C level contain the minimum essentials only. The B and A levels must do all the requirements of the C level. The A level pupils must do that which is provided for both the C and B levels. The mastery test would be based upon what has been done during the assimilation period, testing, of course, the real learning unit.

These are points that are confusing to me. Should all pupils begin from the lowest level assignment and proceed through the various levels of assignments provided, or, for example, should the A level assignment be given to the pupil of highest mental ability at once, and he do nothing to the lower level work.

I am of the opinion that all should begin with the lowest level work and proceed with increasingly difficult work. Will you kindly criticize my procedure and suggest a better way if I am not correct?

The task of adapting a curriculum to individual differences presents many perplexing problems. In the first place, great care must be taken to employ several, rather than one, criterion for classifying boys and girls. In other words, in establishing, as you indicate, C, B, and A groups, if classification should approach the degree of validity desired, it must be on the basis of emotional, social, and physical status, as well as on the basis of the abilities measured by mental and educational tests.

Adapting the Curriculum

After such classification has been made, it seems that the adaptation of the curriculum to these different groups must be a matter of differentiation rather than accretion or deletion. In other words, to really fit a collection of activities to a particular group of children, such activities must be different in kind rather than in quantity. For example, let it be supposed that it is desirable to establish a curriculum in algebra for the three different levels which you have suggested. Let it be further supposed that the graph is the subject under consideration. In providing suitable material on the graph for the three different groups, it is essential, first, to provide material within the comprehension of the particular group involved with respect to the diction, sentence, and paragraph structure; second, within the power of imagery of the group; and third, in so far as is possible, within the experience of the group.

For the C group it might be desirable to introduce the graph only by means of current advertising material, temperature records, classroom records, and other similar material. The matter of polar co-ordinates with the technical terminology involved should probably not even be mentioned for this group. Likewise, in all probability, the expression of the graph in equation form should be omitted from consideration for this group.

For the B group, it is probably wise to introduce the graph from a mathematical point of view, following with no little material on the daily uses of the graph similar to that provided in the curriculum for the C group, but probably of a more technical nature. For the A group, it is probably wise to include the expression of graphs in equation form, even going into the derivation

of some of the simpler formulae accompanied with a variety of the mathematical terms, and certainly including the utilitarian values of the graph in its many ramifications.

You have doubtless observed that the suggestion made here apparently is coincident with your present practice. However, the impression gained was that the differentiation which you are making is a matter of adding to, or subtracting from, a core curriculum in accordance with the group involved, rather than making the curriculum really different. To repeat the suggestion made above, curriculum differentiation must consist of different kinds as well as different amounts of material to be mastered. Obviously, the type of differentiation being suggested is an exceedingly difficult one to achieve to as complete a degree as indicated here. It involves the judicious selection of proper situations for the various activities composing the curriculum, the best methods of presentation, and taxes to the utmost the ingenuity of the classroom teacher administering the particular curriculum involved. However, it seems that only by attempting this kind of differentiation will we approach the real adaptation of the modern school to the needs of the individual child.

A Problem in Allocating Trucking Charges

The question of allocating the expenses of our delivery automobile has arisen. According to the N. E. A. system, freight and hauling charges should be charged with the expense of the various materials involved. In our case, however, we use our own school delivery truck and all materials, whether they involve capital outlay, instructional service, operation or maintenance of plant, are hauled in this automobile.

Usually, several types of material are being carried all at one time. The business manager wishes to find out some system for properly placing the expense of this trucking. Should a separate column be made for it in one of the accounts and, if so, in which account; or, can you tell us of some method for distributing this expense according to the type of material which is carried?

If your situation is interpreted correctly, it would be legitimate to charge the expense of the truck to general operation, allocating the total charge to the divisions of the school system, namely, the elementary, junior high schools, and secondary schools. From a strictly accounting point of view, the cost should be allocated as the N. E. A. system indicates to the various items involved, but inasmuch as the truck is used for general delivery purposes within the city, it is a matter of general operation costs rather than a part of the original cost. As you suggest, you can run a separate column for this under general operation and distribute the different parts of the cost to the particular part of the system the truck serves.

Tentative Program of the Boston Meeting

THE tentative program of the Boston meeting of the Department of Superintendence of the National Education Association, February 26-March 1, under the presidency of Joseph M. Gwinn, superintendent of schools, San Francisco, is as follows:

SUNDAY, FEBRUARY 26, 4:00 P. M.

Vesper Service

Instead of having one large vesper service, the convention will be officially opened with vesper services held simultaneously in historic Boston churches—Park Street Church, King's Chapel, St. Paul's Cathedral, Old North Church, and Arlington Street Church. President Gwinn will preside at the sixth meeting, which will be held in Faneuil Hall.

MONDAY, FEBRUARY 27, 9:00 A. M.

Invocation—Dr. Samuel A. Eliot, Arlington Street Church, Boston.

Greetings—Malcolm E. Nichols, Mayor of Boston.

Response—Milton C. Potter, Superintendent of Schools, Milwaukee, Wis.

The Secondary School Provides Entrance Requirements:

For Higher Education—A. Lawrence Lowell, President of Harvard University.

For Business and Industry—Alvan T. Fuller, Governor of Massachusetts, Boston.

For Home—Mrs. A. H. Reeve, President of National Congress of Parents and Teachers, Philadelphia.

For Citizenship—Jeremiah E. Burke, Superintendent of Schools, Boston.

MONDAY, FEBRUARY 27, 2:00 P. M.

Discussion Groups

The Department will meet this afternoon in the following discussion groups:

Group 1, The Program of Education of the Adolescent Youth—Leonard V. Koos, Professor of Secondary Education, University of Minnesota, presiding.

Group 2, Variations Found in Secondary-School Curriculums—John J. Maddox, Superintendent of Schools, St. Louis, presiding.

Group 3, Differentiating and Expanding the Secondary-School Curriculums—Thomas R. Cole, Superintendent of Schools, Seattle, Washington, presiding.

Group 4, Counseling and Guidance for Adolescent Boys and Girls—George N. Child, Superintendent of Schools, Salt Lake City, presiding.

Group 5, Curriculum Problems of the Small High-School—A. T. Allen, State Superintendent of Schools, Raleigh, N. C., presiding.

Group 6, The Senior High-School Teacher—E. B. Cauthorn, Assistant Superintendent of Schools, Dallas, Texas, presiding.

Group 7, The Junior College—R. J. Leonard, Director of School of Education, Teachers College, Columbia University, presiding.

Group 8, The School and Social Agencies—Nicholas Bauer, Superintendent of Schools, New Orleans, presiding.

Group 9, Adapting Elementary Schools to Individual Differences of Pupils—R. G. Jones, Superintendent of Schools, Cleveland, presiding.

Group 10, Group and Creative Activities in Education—Charles S. Meek, Superintendent of Schools, Toledo, Ohio, presiding.

Group 11, Better Understanding of Creative Activities; from both Administrative and Classroom Procedure (joint meeting with National Council of Primary Education and National Council of Kindergarten Supervisors and Training Teachers)—Lucy Gage, George Peabody College for Teachers, Nashville, Tenn., presiding.

Group 12, Music Education—Peter W. Dykema, Professor of Music Education, Teachers College, Columbia University, presiding.

Group 13, Health and Physical Education—D. J. Kelly, Superintendent of Schools, Binghamton, N. Y., presiding.

MONDAY, FEBRUARY 27, 7:30 P. M.

The Use and Abuse of Democracy in Education—W. H. P. Faunce, President of Brown University, Providence, R. I.

The Inter-American Ideals—Thomas E. Benner, President of University of Porto Rico.

Master Film—Education in American Schools.

TUESDAY, FEBRUARY 28, 9:00 A. M.

Financing Public Education

Progressive Tendencies with Respect to Sources of School Revenues—Fletcher Harper Swift, Professor of Education, University of California.

The Equalizing Principle in State School Support—Albert S. Cook, State Superintendent of Schools, Baltimore.

Efficiency in Expenditure of School Moneys—Fred M. Hunter, Superintendent of Schools, Oakland, Calif.

Reports of Committees:

Commission on the Curriculum—Edwin C. Broome, Superintendent of Schools, Philadelphia.

Commission on Articulation of Educational Units—Herbert S. Weet, Superintendent of Schools, Rochester, N. Y.

Commission on Supervision—Albert S. Cook, State Superintendent of Schools, Baltimore.

Financing Educational Research—Randall J. Condon, Superintendent of Schools, Cincinnati.

Committee on Relation of Boards of Education and Administrative Officers—E. C. Hartwell, Superintendent of Schools, Buffalo, N. Y.

Auditing Committee—David A. Ward, Superintendent of Schools, Wilmington, Del.

Executive Committee—M. G. Clark, Superintendent of Schools, Sioux City, Iowa.

Nomination of Officers.

TUESDAY, FEBRUARY 28, 2:00 P. M.

Administrative Units

Section 1, State Departments of Education—Ernest W. Butterfield, State Commissioner of Education, Concord, N. H., presiding. Topic: Making the Schools Public Schools.

Section 2, County Superintendents—Kate V. Wofford, County Superintendent of Schools, Laurens, S. C., presiding. Topic: Equal Opportunity for the Country Child.

Section 3, Superintendents of Cities with Population Below 10,000—Philip H. Kimball, Superintendent of Schools, Brunswick, Maine, presiding. Topics: Keeping the People Informed, Improvement of Teachers in Service, and Adapting Courses of Study and Programs in Education to the Smaller Communities.

Section 4, Superintendents of Cities with Population 10,000 to 100,000—S. E. Weber, Superintendent of Schools, Charleston, W. Va., presiding. Topic: Appropriate Forms of Publicity for Promoting the Best Interests of City School Systems.

Section 5, Superintendents of Cities with Population from 100,000 to 250,000—Carroll R. Reed, Superintendent of Schools, Bridgeport, Conn., presiding. Topic: Supplementary Education.

Section 6, Superintendents of Cities with Population 250,000 and over—David E. Weglein, Superintendent of Schools, Baltimore, Md., presiding. Topic: The Improvement of Teachers in Service.

Section 7, For City Assistant and District Superintendents—F. M. Underwood, District Superintendent of Schools, St. Louis, Mo., presiding. Topic: The Job of the City Assistant or District Superintendent.

Section 8, Business Managers—Byron W. Hartley, Superintendent of Schools, Louisville, Ky., presiding. Topic: Some Administrative Problems Relating to School Supplies.

Section 9, Joint Meeting with Educational Research Association and the National Society of College Teachers of Education—Dean William Webb Kemp, School of Education, University of California, presiding.

TUESDAY, FEBRUARY 28, 7:30 P. M.

*Joint Meeting with the Department of Secondary-School Principals**Supervision in the Secondary School*

Statement of the Problem and the Viewpoint of the Principal—F. L. Bacon, President of Department of Secondary-School Principals, Principal of Newton High School, Newtonville, Mass.

From the Standpoint of the Superintendent—John J. Maddox, Superintendent of Schools, St. Louis, Mo.

From the Standpoint of the Teacher—Cornelia S. Adair, President of the National Educational Association, teacher in Junior High School, Richmond, Va.

Should Supervision Be Made Scientific?—Charles H. Judd, Director of School of Education, University of Chicago.

WEDNESDAY, FEBRUARY 29, 9:00 A. M.

The Profession of Educational Administration

What is the Work of the Superintendent of Schools?—W. W. Charters, Professor of Education, University of Chicago.

The Qualifications of the Professional Superintendent of Schools—John H. Beveridge, Superintendent of Schools, Omaha, Nebr.

The Relation of the Superintendent of Schools to Lay Control—E. C. Hartwell, Superintendent of Schools, Buffalo, N. Y.

The Professional Training of School Executives—George D. Strayer, Professor of Educational Administration, Teachers College, Columbia University.

The Training of Superintendents of Schools While in Service—A. B. Meredith, State Commissioner of Education, Hartford, Conn.

Ballot boxes will be open in the Mechanics Building. Votes for Department of Superintendence officers may be deposited between 11:00 A. M. and 6:00 P. M.

WEDNESDAY, FEBRUARY 29, 2:00 P. M.

There will be no session of the Department of Superintendence. This afternoon will be reserved for allied departments and for sightseeing.

There will be a trip to historic Plymouth, where an appropriate program has been arranged by the Plymouth schools and the Town Committee.

Similar trips are scheduled for Lexington and Concord.

WEDNESDAY EVENING, FEBRUARY 29.

As usual, this evening will be reserved for college dinners.

THURSDAY, MARCH 1, 9:00 A. M.

The Relation of Higher Education to Public Education

The Endowed Institution of Higher Education, Its Relation to Public Education—James R. Angell, President of Yale University, New Haven, Conn.

The State University, Its Relation to Public Education—Lotus D. Coffman, President of University of Minnesota.

The Relation of the Public Schools to Higher Education—Susan M. Dorsey, Superintendent of Schools, Los Angeles, Calif.

Report of the Committee on Resolutions.

THURSDAY, MARCH 1, 2:00 P. M.

Education and the State—Stratton D. Brooks, President of University of Missouri, Columbia, Mo.

Education and the Nation—William M. Davidson, Superintendent of Schools, Pittsburgh, Pa.

Progressive Education in England—Beatrice Ensor, Director of the New Education Fellowship, Editor of *The New Education*, London, England.

The Debt of New England to the South and West—A. E. Winship, Editor of *Journal of Education*, Boston, Mass.

Business Session.

THURSDAY, MARCH 1, 7:30 P. M.

At this final session a musical program will be presented by the Boston schools. The address will be by a speaker of national prominence.

Secondary-School Principals' Program

The announced program for the meeting of the National Association of Secondary-School Principals, February 27-29 at the Hotel Statler, Boston, is as follows:

MONDAY, FEBRUARY 27, 2:00 P. M.

Hotel Statler Ball Room

Greetings from the Department of Superintendence—J. M. Gwinn, President.

Problems of Education in India—Rajarem V. Gogate, Indore City, Central India.

The Educational Program of Soviet Russia—George S. Counts, Associate Director of the International Institute, Teachers College, Columbia University.

Report of the Committee on International Understanding—William E. Wing, Chairman, Principal, Deering High School, Portland, Me.

Report of the Committee on Affiliation with the N.E.A.—James M. Glass, Chairman, Rollins College, Winter Park, Fla.

Discussion of the New Constitution.

Appointment of the Nominating Committee.

Report of the National Committee on Research in Secondary Education—William A. Wetzel, Principal, Senior High School, Trenton, New Jersey. Carl A. Jessen, Secretary of the Committee.

NOTE: The High School of Commerce, Avenue Louis Pasteur, will give its Annual Exhibition Monday evening at 8 P. M. Members of the Association are invited.

TUESDAY, FEBRUARY 28, 9:00 A. M.

*Junior High-School Section
Hotel Statler Ball Room*

Presiding, Jessie M. Hamilton, Vice-President. Principal, Morey Junior High School, Denver.

The Supervisor's Place in the Rating of Teachers—Joseph F. Gonnely, District Superintendent of Schools, Chicago.

The Place of the Teacher in the Curriculum Revision Program—A. L. Threlkeld, Superintendent, Denver.

Organizing and Supervising an Extra-Curricular Activities Program—Joseph Roemer, Professor of Secondary Education, University of Florida.

The Place of Research in the Secondary Schools—Harold Ellsworth Warner, Principal, Hine Junior High School, Washington, D. C.

Free discussion of all papers is desired. The following will open with five minute talks:

Truman G. Reed, Principal, Central Intermediate School, Wichita, Kansas.

E. K. Fretwell, Associate Professor of Education, Columbia University.

J. D. Falls, Principal, Junior-Senior High School, Ashland, Kentucky.

W. C. Reavis, Assistant Professor of Secondary Education, University of Chicago.

TUESDAY, FEBRUARY 28, 9:00 A. M.

*Senior High-School Section
Hotel Statler Georgian Room*

Presiding, Charles F. Allen, Vice-President. Principal, West Side Junior High School, Little Rock, Ark.

Some Important Problems of the Small High School—Emery N. Ferriss, Professor of Rural Education, Cornell University.

Character Education in Secondary Schools—The Present Program of the High-School Head Masters of Boston. Walter F. Downey, Head Master, English High School, Boston.

The Battle of the Specialists in Secondary Education—Bancroft Beatley, Assistant Professor of Education, Harvard University.

The Visiting Teacher in High Schools—Edith Everett, Associate Director, White-Williams Foundation, Philadelphia.

TUESDAY, FEBRUARY 28, 1:00 P. M.

Luncheon, Hotel Statler Georgian Room

Presiding, Francis L. Bacon, President.

Greetings From the National Education Association—J. W. Crabtree, Secretary.

What Significant Contributions Has the National Association of Secondary-School Principals Made to Secondary Education?—Thomas H. Briggs, Professor of Education, Columbia University.

Leadership in High School—Cameron Beck, Personnel Director of the New York Stock Exchange.

Art in Education—Gerrit A. Beneker, Artist and Lecturer, painter of the U. S. Victory Loan Poster.

Report of committee on class size—M. H. Stuart, Chairman, Principal, Arsenal Technical Schools, Indianapolis.

Report of committee on standard blanks—R. R. Cook, Chairman, Principal, Theodore Roosevelt High School, Des Moines, Iowa.

TUESDAY, FEBRUARY 28, 7:30 P. M.

Mechanics Hall

Joint Meeting with the Department of Superintendence. Program may be found in program of Department of Superintendence, N.E.A.

WEDNESDAY, FEBRUARY 29, 2:00 P. M.

Hotel Statler Georgian Room

Presiding, Frank L. Bacon.

Guidance in Secondary Schools—Report of the Committee on Educational and Vocational Guidance—Edward Rynearson, Chairman, Principal, Fifth Avenue High School, and Director of Vocational Guidance, Pittsburgh.

The Status of Counseling and Guidance in Secondary Schools—L. V. Koos, Professor of Secondary Education, University of Minnesota.

The Organization of Guidance Work in Secondary Schools—Jesse B. Davis, Professor of Education, Boston University.

A High-School Vocational Guidance Program in Operation—Merle Prunty, Principal, High School, Tulsa, Okla.

Methods of Guidance in Secondary Schools—Edward Rynearson.

Report of Nominating Committee.

Department of Rural Education Program

The program of the meeting of Department of Rural Education of the National Education Association, February 27-29, Boston, under the presi-

dency of N. Searle Light, Director of Rural Education, State Board of Education, Hartford, Conn. is as follows:

MONDAY, FEBRUARY 27, 2:00 P. M.

The Problem of Differentiating Rural Education School Administration—

Julian E. Butterworth, Professor of Education, Cornell University.

N. L. Engelhardt, Professor of Education, Teachers College, Columbia University.

Supervision—

Helen Heffernan, Chief, Division of Rural Education, State Department of Education, Sacramento, Calif.

I. Jewel Simpson, Assistant State Superintendent of Schools, Baltimore, Md.

The Elementary-School Course of Study—

Anna D. Cordts, Iowa State Teachers College, Cedar Falls, Iowa.

Helen Heyl, Assistant in Rural Education, State Department of Education, Albany, N. Y.

Discussion.

Appointment of Committees.

TUESDAY, FEBRUARY 28, 9:30 A. M.

The High-School Program of Studies—

Joseph Roemer, Professor of Secondary Education, University of Florida.

Emery N. Ferriss, Professor of Education, Cornell University.

The Junior High- or Intermediate-School Program of Studies—

Clyde Hill, Professor of Secondary Education, Yale University.

Francis T. Spaulding, Assistant Professor of Education, Harvard University.

Teacher Preparation—

A. B. Meredith, Commissioner of Education, State Board of Education, Hartford, Conn.

William McKinley Robinson, Department of Education, Western State Teachers College, Kalamazoo, Mich.

Discussion.

WEDNESDAY, FEBRUARY 29, 9:00 A. M.

Sections

Section I. State Supervisors and Inspectors of Rural Schools. Chairman—Helen Heffernan.

Section II. County Superintendents and County Supervisors of Rural Schools. Chairman—C. E. Dickey, County Superintendent, Pittsburgh.

Section III. Persons Engaged in the Preparation of Rural Teachers. No special program.

Section IV. Vocational Directors and Rural Extension Workers. No special program.

Section V. Village and Consolidated School Principals.

Chairman—C. G. Sargent, Professor of Education, Colorado Agricultural College.



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WEDNESDAY, FEBRUARY 29, 2:00 P. M.
Place of the 4-H Club Work in the American System of Public Education.

A. C. True, formerly Director of the States Relations Service, U. S. Department of Agriculture.

Fannie W. Dunn, Professor of Education, Teachers College, Columbia University.

Discussion.

Business Meeting.

Program of High-School Supervisors' Meeting

The program of the fifteenth annual meeting of the National Association of High-School Supervisors, February 27-28, at the Ritz-Carlton Hotel, Boston, is as follows:

MONDAY, FEBRUARY 27, 2:00 P. M.

Teachers Conferences

How May a Subject-Matter Group Conference Be Made Most Helpful?—

E. Clarke Montaine, Supervisor of High Schools, State Department of Education, Baltimore, Md.

What Can Be Done to Improve Organization Through Regional Conferences of Principals?—

E. A. Pound, State High-School Supervisor, State Department of Education, Atlanta, Ga.

J. B. Holloway, High-School Supervisor, State Department of Education, Frankfort, Ky.

How Shall We Conduct Other Types of Conferences Such as Clinics and Teachers Demonstrations?—

Frank P. Morse, Supervisor of Secondary Education, State Department of Education, Boston, Mass.

A Plan for Securing Better Teaching in the High School—

J. H. Highsmith, Director, Division of School Inspection, State Department of Education, Raleigh, N. C.

Russell H. Leavitt, High-School Agent, State Board of Education, Concord, N. H.

Suggestions for Extending Curriculum Offerings in the Small High School—

A. K. Getman, Supervisor of Agricultural Education, State Department of Education, Albany, N. Y.

TUESDAY, FEBRUARY 28, 9:00 A. M.

An Investigation of State Supervision with Suggestions for Improvement

An Analysis of Supervisors' Reports—

W. W. Knox, State High-School Supervisor, State Department of Education, Austin, Tex.

W. H. Bristow, Assistant Director of Secondary

Education, Department of Public Instruction, Harrisburg, Pa.

Roy L. Moore, Supervisor of High Schools, State Department of Education, Springfield, Ill.

Suggestions for Improving Supervisory Technique—

Theodore Utne, Director of High-School Departments, State Department of Education, St. Paul, Minn.

Frank C. Jenkins, State High-School Supervisor, State Department of Education, Jackson, Miss.

How to Make Official Reports Helpful to Administrative Officers—

Josiah W. Taylor, Agent for Secondary Education, State Department of Education, Augusta, Me.

Problems of the Summer-Session High School With Suggested Solutions—

Edward P. Smith, Assistant in Charge of Summer and Evening High Schools, State Department of Education, Albany, N. Y.

Harry M. Thresher, State High-School Supervisor, State Department of Education, Springfield, Ill.

W. L. Spencer, Director of Secondary Education, State Department of Education, Montgomery, Ala.

TUESDAY, FEBRUARY 28, 2:00 P. M.

How May the State Supervisor Be Most Helpful in Directing the Organization of Instruction in (a) The City School System and (b) The Village and Rural School?

The State's Responsibility for Results in Secondary Schools—

F. E. Pierce, Supervisor of Secondary Education, State Board of Education, Hartford, Conn.

Clara D. True, State High-School Supervisor, State Department of Education, Santa Fe, N. M.

The Principal and His Technique of Supervision—

R. Emerson Langfitt, State Supervisor of High Schools, State Department of Education, Charleston, W. Va.

Concrete Ways for Aiding the Teacher to Overcome Difficulties Observed in Her Classroom Procedure.

J. T. Giles, Supervisor of High Schools, State Department of Public Instruction, Madison, Wis.

The Use of Testing Material in Measuring a School—

Thomas Lloyd Jones, Chairman of Committee on High-School Relations, University of Wisconsin.

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DOWELS
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AND RAILS
TOP AND
BOTTOM

Program of Vocational Division Meeting, N. E. A.

The program of the various sectional meetings of the vocational division of the National Education Association, February 28-29, Boston, is as follows:

TUESDAY, FEBRUARY 28, 9:30 A. M.

Agricultural Education—Horticultural Hall

Welcome and Opening Remarks—

Chairman D. W. O'Brien, Assistant Director of Manual Arts, Boston.

Smith-Hughes and Smith-Lever Relationships—

C. W. Kemp, Director, Norfolk County Agricultural School, Walpole, Mass.

High-School Departments—

C. B. Gentry, Supervisor of Agricultural Education, Conn.

Relation of Agricultural and General Education—

C. H. Lane, Chief, Agricultural Division, Federal Board of Vocational Education.

Discussion—

R. W. Stimson, Supervisor of Agricultural Education, Mass.

Continuation Schools—Boys' Continuation School

Welcome and Opening Remarks—

Chairman—P. V. Donovan, Principal, Boston Continuation School.

The Continuation School in an Educational Program—

George D. Strayer, Columbia University.

An Employer's View—

C. A. Crane, City Superintendent, Western Union Telegraph Company, Boston.

Wisconsin's Program; Milwaukee's Contribution

—R. L. Cooley, Director, Milwaukee Continuation School.

Discussion—

Thomas F. Power, Assistant Superintendent of Schools, Worcester, Mass.

Evening Practical Arts—High School of Practical Arts

Welcome—

Herbert S. Weaver, Headmaster, High School of Practical Arts, Boston.

The Value of High-School Training in Homemaking—

Mrs. John Finlay, Graduate, High School of Practical Arts, 1915.

Scope and Problems of the Work—

Boston—Chairman J. F. Gould, Director of Evening and Summer Schools, Boston.

Massachusetts—Anna A. Kloss, Agent, Vocational Division, Massachusetts Department of Education.

New York State—Treava Kaufman, State Supervisor of Economics, New York.

Co-operative Part-time Industrial Education—Assembly Hall, Wentworth Institute

Welcome and Opening Remarks—

Chairman E. C. Emerson, Associate Director of Manual Arts, Boston.

Co-operative Courses in Colleges—

W. H. Timbie, Professor of Electrical Engineering, Massachusetts Institute of Technology.

A Manufacturer's Point of View—

R. A. Beardsley, Employment Manager, Fellows Gear Shaper Company, Springfield, Vt.

The Pacific Coast Co-operative Courses—

Nicholas Ricciardi, State Commissioner of Vocational Education, Calif.

Discussion—

James Forbes, Director, Southbridge Part-time Co-operative Schools, Southbridge, Mass.

Industrial Education, Boys and Men—Boston Trade School

Welcome and Opening Remarks—

Chairman W. C. Crawford, Principal, Boston Trade School.

What New Jersey Is Doing—

W. A. O'Leary, Director, Vocational Education, New Jersey.

A Message from Cleveland—

H. L. Briggs, Director, Vocational and Practical Arts Education, Cleveland.

Training—Industry's Interest—

E. E. McNary, Director of Training, Continental Baking Corporation.

Summary and Conclusion—

J. C. Wright, Director, Federal Board of Vocational Education.

Industrial Education, Girls—Boston Trade School For Girls

The Pacific Coast—

Susan M. Dorsey, Superintendent of Schools, Los Angeles, Calif.

The Mid-West—

Cleo Murtland, Associate Professor of Vocational Education, University of Michigan.

New York—

Florence M. Marshall, Principal, Manhattan Trade School for Girls, New York.

The New England States—

Elizabeth W. Burbank, Director, Girls' Trade School, Worcester, Mass.

What More We Might Do—

Anna L. Burdick, Special Agent, Federal Board for Vocational Education.

Anna A. Kloss, Agent, Division of Vocational Education, Massachusetts Department of Education.

TUESDAY, FEBRUARY 28, 2:00 P. M.

General Meeting—Assembly Hall, Boston Trade School

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ABOUT EVERYTHING, BUT DIFFI-
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ABOUT ANYTHING."**

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Boston's Program—

J. C. Brodhead, Assistant Superintendent of Schools, Boston.

A Message from a State Commissioner of Education—

A. B. Meredith, Commissioner of Education, Hartford, Conn.

The Field for Women and Girls—

Mary S. Woolman, Specialist in Vocational Education, Boston.

The University's Message—

Stratton D. Brooks, President, University of Missouri.

Business Meeting—

Robert O. Small, President, presiding.

Program of Girls' Schools Principals Meeting

The program of the ninth annual meeting of the National Association of Principals of Schools for Girls to be held at the Kenmore Hotel, Boston, March 1-3, is as follows:

THURSDAY, MARCH 1, 10:00 A. M.

Student Health—

Perry Dunlap Smith, Headmaster, North Shore Country Day School, Winnetka, Ill.

Guiding the Girl in Her Choice of College—

Morton Snyder, Secretary, Progressive Education Association.

THURSDAY, MARCH 1, 3:00 P. M.

The Complete Executive—

Johnson O'Connor, General Electric Company.
Better Adjustment Between High School and College—

Robert Lincoln Kelly, Secretary, Association of American Colleges.

THURSDAY, MARCH 1, 7:00 P. M.

The Next Step in Education—

Mrs. Beatrice Ensor, Head of the New Education Fellowship in Europe.

FRIDAY, MARCH 2, 9:30 A. M.

Reports of Committees.**The Junior College in the East—**

Marion Coats, President, Sarah Lawrence College.

The New College—

Robert Dever Leigh Hepburn, first President, Bennington College, Bennington, Vt.

The Passing of Reason—

Morris Raphael Cohen, Professor of Philosophy, College of the City of New York.

SATURDAY, MARCH 3, 9:30 A. M.

Business Meeting.

One-Fifth of Resident Students in Land-Grant Colleges

One-fifth of the resident students in all the colleges in the United States are enrolled in land-grant colleges, according to Walter J. Greenleaf, associate specialist in land-grant college statistics of the bureau of education.

Mr. Greenleaf reported a "healthy" condition of the colleges, pointing out that the ratio of Federal funds had declined to ten per cent of all institutional receipts.

Teach Relation of Ceramic Art to History

Knowledge of ceramic art in its relation to historic periods, as well as from a technical standpoint, is being taught in a pottery course in Eastern High School, Detroit, Mich., it was stated orally at the Bureau of Education, Department of the Interior, on January 26.

The school owns a collection of Indian, Italian, Spanish, Japanese, and modern pottery, it was said. Frequent visits are made to the Detroit Art Institute for study of historic examples, according to the Bureau, and visits to a commercial pottery are arranged for advanced pupils for instruction in modern methods.

Parent-Teacher Association Publications Increase

Publications devoted to the work of parent-teacher associations are issued regularly in thirty-nine states, the Bureau of Education, Department of the Interior, stated orally on January 12.

Four of the publications, the Bureau said, are issued by state colleges or universities, one by a state vocational board, and in two states the state educational journal is used as the medium for publicity. The California bulletin carries news from Hawaii.

New York City to Number All Elementary Schools

Giving distinctive names to elementary schools in New York City has been discontinued, the Bureau of Education, Department of the Interior, has just announced orally. Schools having such names, it was said, will be allowed to retain them, but new schools will be known hereafter by number designations.

Special names will be assigned in the future only to senior and junior high schools, training schools, and continuation schools, it was said.

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Discusses the adaptation of habits to modern conditions of living and shows the relation between health and getting the most out of life.
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The essentials of physiology presented in such a way as to enable high school pupils to live effectively and well. The material is organized around functions of the human body. Hygienic methods of living are emphasized. The subject matter is thoroughly up-to-date and practical.
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"The most comprehensive and authoritative book on this great subject in any language." It discusses fully every aspect of medical knowledge which concerns children in their collective life under school conditions. The discussions of building, space, ventilation, heating, lighting, etc., make it of great value to administrators as well as to teachers.

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A manual for parents and teachers that gives a detailed and comprehensive survey of the problems relating to childhood. Includes a full, up-to-date bibliography.

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Readings in Child Study

Carefully selected readings from the best authoritative sources on child psychology and child development and training. A wide range of topics is covered.

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A psychological outline of normal development, including a system of developmental diagnosis.

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News of the Month

High-School Dormitories Prove Successful in Montana

THE establishment of school dormitories in Montana has overcome the difficulty in finding living quarters for pupils who must leave home in order to attend high school, Edith A. Lathrop, assistant specialist in rural education of the Bureau of Education, recently stated.

Dormitories for public high-school children have become recognized institutions in Montana. Many school officers recommend them as the best solution for housing children living in rural areas who must leave home to attend high school; rural parents unanimously approve them; school children in well-managed dormitories show more improvement in scholarship, personality, and co-operative spirit than do many children who live at home; and successful dormitories supply children with wholesome food, a homelike atmosphere, and careful supervision at the lowest possible cost. These are the principal facts established in a recent study of public school dormitories by Jessie E. Richardson, department of home economics, and J. Wheeler Barger, department of rural life, of the University of Montana.

Dormitories Increase With Population

More than 500 rural children were housed in nineteen dormitories operated in connection with high schools in Montana in 1926. As the population and economic conditions have changed from year to year the number of dormitories in operation has varied. The state department of education reported twenty-four in 1920 and twenty-five in 1922. Although the first public school dormitory was established in 1914, it was not until 1923 that the Montana legislature legalized dormitories already in operation and authorized school trustees to provide additional ones where needed.

Large and sparsely settled school districts, the impracticability of consolidation in many sections of the state, the limitation in the number of high schools that can be established because of low property valuation, and the difficulty of finding

living quarters for children in towns are given as reasons why dormitories have become necessary for Montana high schools.

There are counties in the state with areas larger than some of the states on the Atlantic seaboard, which are so sparsely settled that the school population is large enough to support only one secondary school, the county high school. Other counties maintain in addition to county high schools a few district high schools offering from one to three years' work, but even in these counties there are instances in which the distances between high schools and the homes of the pupils are so great as to make daily transportation impossible. In some counties the establishment of additional high schools is prohibitive because of low property valuation. Each of four counties has a property valuation of less than \$2,000 per census child, and each of ten counties has a valuation of less than \$50,000 per teacher employed.

The difficulty in finding living quarters for children who must leave home in order to attend high school is stated as the real need that brought about the origin of the dormitory. Homes that offer both living quarters and parental responsibility for rural children are scarce in Montana towns. To leave children in town without the supervision of responsible persons causes much anxiety on the part of rural parents.

Other Successful Projects

Dormitories operating in connection with high schools at Choteau, Deer Lodge, Thompson Falls, Whitehall, and Winnett are among those that have been especially successful.

Some years ago when a new building was erected for the Teton County High School at Choteau, the old building was remodeled into a dormitory at a cost of about \$5,000. The dormitory in connection with the high school at Thompson Falls has been in operation since 1919. For

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The tendency of the average school desk is to force the pupil to twist in the seat and to face the light.

These disadvantages tend toward the development of Spinal Curvature—Defective Eyesight—Nervous Disorders.

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Superintendent W. J. Hamilton of the Public Schools of Oak Park, Ill., wrote:

"The arm rest on the desks is the best thing that we have found to insure correct posture, and the pupils assure us that the seats are more comfortable and more convenient for desk work through the addition of this arm rest. Our Board is placing a large order for further installation of this type of desk."

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The Moeser Extended Arm

This is a wonderful improvement. Available working space is more than doubled; arm is supported while writing, resulting in better penmanship with less fatigue and nervous strain; correct posture insures greater comfort and less eye strain; full support for back while writing.

All of our desks are equipped with the Moeser Arm when desired.



*Madison, New Jersey High School-Laboratories
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News of the Month

two years the school board rented a building for that purpose, but in 1921 bonds were voted for the erection of a dormitory costing \$57,000, including \$12,000 for equipment. This building, known as the Cliff House, is one of a group of four buildings all located on a hillside and considered as integral parts of the school. In 1926 it housed ninety students, forty-six boys and forty-four girls, at a cost of \$18.50 a month. The dormitory at Winnett is one of the oldest in the State, having been in successful operation since 1917.

In some instances dormitory ventures of school districts have been short-lived either because of the establishment of other high schools in close proximity to high schools with dormitories or because dormitory management has been inefficient, causing quick demise.

Seventy per cent of the present dormitories have been purchased, built, or remodeled from old school buildings for sums ranging from \$3,500 to \$6,000, and in the majority of cases the money has been taken from the regular school fund. In 1926 in forty per cent of the dormitories the salaries of the matrons were paid from school district funds and their living expenses were paid from fees of dormitory students; in fifty per cent the matrons were paid entirely from students' fees. The salaries of matrons ranged from a minimum of living expenses only to a maximum of \$135 a month with living. The average cost per student for living in the dormitories was \$17.85 per month.

Experimental Stage Passed

The authors of the study are of the opinion that the high-school dormitory in Montana has passed the experimental stage and that in certain localities it should be considered as an integral part of the school plant. To the end that mistakes may be avoided in the establishment of dormitories, it is suggested that before a dormitory is established a careful survey be made of the area contributory to the town in which it is proposed to erect a dormitory, for the purpose of determining the number of children in such area who must leave home in order to obtain a high-school education, the practicability of school bus service for such children, the availability of suitable living places for children in the town, and the possibilities of the establishment of high schools in the outlying territory.

Call Conference on Rural Teaching

A national conference on the professional preparation of rural-school teachers has been called by the Department of the Interior for Boston on February 25. The conference will be held under the direction of the Commissioner of Education, Dr. John J. Tigert.

The problems surrounding the supplying and maintaining of an adequate staff of rural-school teachers are difficult, the department stated on January 19, in announcing the meeting. One of the principal difficulties, it was said, is the gap existing between the salaries and preparation of city-school teachers and rural-school teachers.

Name Educators for Land-Grant College Survey

Eleven educational specialists from colleges and universities throughout the country have been appointed to take part in the survey of land-grant colleges being conducted by the Bureau of Education, it was announced January 9 at the Department of the Interior. The survey was undertaken last July, under an appropriation of \$117,000 from Congress.

The special advisory committee for the work has been increased to ten members by the addition of the dean and director, Dr. Frederick B. Mumford, of the College of Agriculture of the University of Missouri.

The eleven educators include the following:

Dr. Andrey A. Potter, dean of the school of engineering and director of the engineering experiment station of Purdue University, Lafayette, Ind.

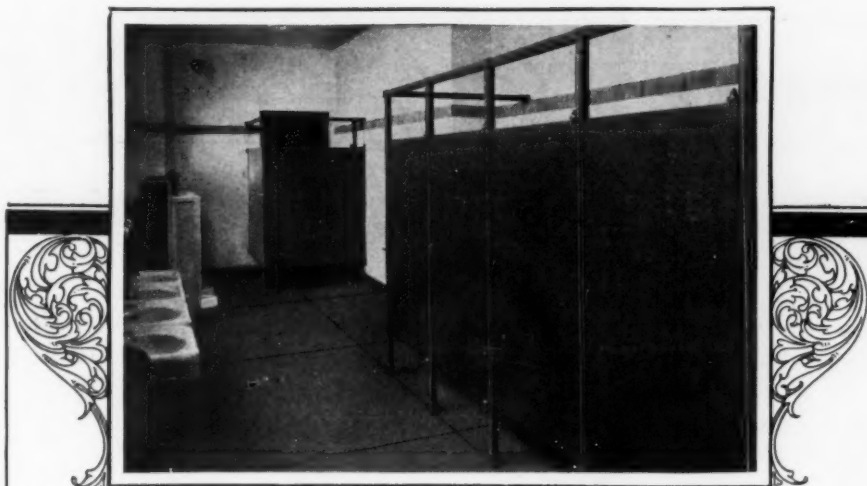
Dr. Cornelius Betten, director of resident instruction in the New York State College of Agriculture of Cornell University, Ithaca.

Nina B. Crigler, formerly professor and head of the home economics department of the University of Arizona, Tucson.

H. C. Ramsower, director of agricultural extension service of the Ohio State University, Columbus.

A. W. Gibson, head of former student relations of the New York State College of Agriculture of Cornell University.

Carl E. Steeb, business manager of the Ohio State University.



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Veneer-Steel Partitions

News of the Month

Charles H. Brown, librarian of Iowa State College, Ames.

President John W. Thomas of Rutgers University, New Brunswick, N. J.

James T. Jardine, director of the agricultural experiment station of the Oregon Agricultural College, Corvallis.

Dean Robert E. Buchanan, Iowa State College of Agriculture and Mechanic Arts, Ames.

D. W. Springer, secretary of the Association of Governing Boards of State Universities and Allied Institutions, with headquarters in Washington, D. C.

Bill Asks Federal Assistance in Reducing Illiteracy

Representative Victor L. Berger, of Milwaukee, Wisconsin, introduced a bill in the House of Representatives on January 30, designed to give Federal assistance in the reduction of illiteracy in the states.

The measure, he explained, would provide for an annual appropriation of \$2,000,000 for six years, to be apportioned among the states having the greatest percentage of illiteracy, with the understanding that the states would match the amount of the Federal advance.

"It is unfortunate that the United States, which was one of the first nations to make opportunities for an elementary-school education generally available, should now be trailing other nations which started later than we did," Rep. Berger said. "We have a larger percentage of illiterates than Germany—which has the lowest of any nation—France, England, Wales, Scotland, Sweden, Norway, Netherlands, Switzerland, or Denmark. It is not only unfortunate, but unnecessary—since we claim to be the richest nation on earth—and can very well afford to also make it the most literate.

"The menace of illiteracy is especially threatening in a democracy, where so much depends upon the people's ability to read and write. Where illiteracy is greatest, mob movements are able to get their start and make headway for a while. On the other hand, they never did make any headway in Wisconsin, where the percentage of illiteracy was practically unknown of until recent immigration.

"My bill does not shift the problem from the states to the Federal Government nor does it de-

prive the states of any of the rights they now have. Education remains a matter for the state to deal with, and the states continue to exercise that right as in the past. All that I propose to do is to encourage the states to make a drive on illiteracy by improving and enlarging their education facilities."

High-School Children Examined by Hospital Staff

Co-operating with the regular school health service, physicians on the staff of the Beth Israel Hospital, New York City, have completed an examination of 5,000 pupils in the Seward Park High School. The hospital is located near the school, and the assistance was rendered by the hospital staff through arrangements made by Louis J. Frank, superintendent of the hospital, and Robert B. Brodie, principal of the Seward Park High School.

It is reported that many remedial defects were found among the children and that as a result of team-work between the hospital and school authorities, these will be systematically corrected. Through the influence on homes from which the children come the enterprise is also expected to have a helpful effect on the health of the whole East side of lower Manhattan.

Forthcoming Meetings

February 23-25—National Vocational Guidance Association. Statler Hotel, Boston.

February 23-25—International Council for the Education of Exceptional Children. King Edward Hotel, Toronto, Can.

February 25-March 1—National Education Association, Department of Superintendence. Boston.

March 1-3—National Association of Principals of Schools for Girls. Hotel Kenmore, Boston.

March 2—Executive Secretaries of State Educational Associations. Hotel McAlpine, New York City.

March 11—American Association of Junior Colleges, Sherman Hotel, Chicago.

March 13-16—North Central Association of Colleges and Preparatory Schools, Chicago.

March 16-17—Fourth Annual Junior High-School Conference. New York University, New York City.

March 16-17—Private School Association of the Central States. La Salle Hotel, Chicago.

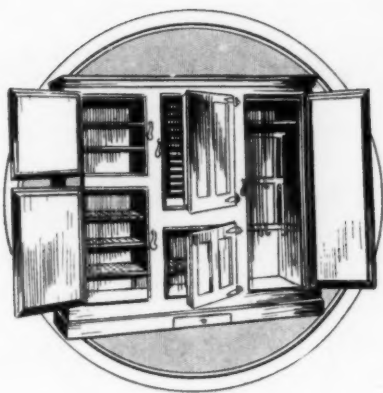
April 8—Northwest Association of Secondary and Higher Schools. Spokane, Wash.

April 12-14—Eighth Annual Ohio State Educational Conference. Ohio State University, Columbus, Ohio.

April 17-19—American Association of Collegiate Registrars. Cleveland.

May 7—American Council on Education. Washington.

July 1-6—National Education Association. Minneapolis.



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News of the Month

Name Officers of New York State District Superintendents

Mrs. Dorothy B. Connelly was elected president of the New York State Association of District Superintendents at the sixteenth annual meeting, December 6-8, 1927, New York City. Mrs. Connelly was formerly vice president of the organization. Other officers elected were: First vice president, R. M. McNaught, Windham; second vice president, P. B. Matthews, Bridgehampton; secretary, Mrs. Emma C. Chase, Monticello; and treasurer, Orrin A. Kolb, Lockport.

The new executive committee includes the following: Ambrose J. Fry, Mineola; G. Everett Patrie, Castleton; Frank W. Palmer, Schenectady; Glenn G. Steele, Utica; Edson A. Fuller, Morrisville; Leon J. Cook, East Bloomfield; James G. Pratt, Sherman; and George H. Covey, Katonah.

Lake Placid was selected as the convention city for the seventeenth annual meeting, scheduled for October, 1928.

Canadian Schools Study League of Nations

A special chapter on the League of Nations has been prepared for the school history books of Manitoba, Canada, in order to educate the children of that province on the work and history of the League, according to a report by the League recently received by the Department of State.

The Canadian Undersecretary of State for External Affairs has informed the Secretary-General of the League that his government has drawn the attention of the various provincial governments to the importance of the recommendations of the Subcommittee of Experts for the instruction of youth in the existence and aims of the League.

The Lieutenant Governor of the Province of Manitoba has had a special chapter prepared on the League of Nations which will be included in one of the school readers and will appear in the edition printed for distribution on September 1. The advisory board of the same province has passed a regulation requiring all students enrolled in the tenth grade of the secondary schools to study the special pamphlet prepared by the League of Nations Society in Canada.

The Lieutenant Governor of Saskatchewan has made arrangements for the inclusion of a study

of the aims of the League in the course for the schools of the province and has issued a pamphlet dealing with the matter for the use of teachers and pupils.

Obligations of State-Aided Institutions

Public pressure through political action has demonstrated that institutions of higher learning in the states must tell the people upon whom they are dependent how the objectives of the institutions fit into specific state situations, it was stated, January 14, by the chief, Dr. Arthur I. Klein, of the division of higher education, Bureau of Education.

State universities and colleges, Dr. Klein said, have to deal with social conditions as expressed in terms of governmental agencies and instruments. For that reason they must be responsive to the desires of the body politic.

In few instances, he continued, have educational institutions attempted to picture in clear and unmistakable terms their objectives as related to the state. Dr. Klein stated that the claims to the effect that the institutions serve local state functions are in many instances expressed in the most "glittering generalities."

Federal Educational Expenditures for 1926 Work

Federal expenditures for educational work amounted during the fiscal year 1926 to approximately \$63,351,191, according to figures just made public by the Bureau of Education, Department of the Interior.

The largest expenditure for any one branch of the Government was that made by the Veterans' Bureau for vocational rehabilitation—\$17,003,245. The second largest expenditure was that made by the Department of Agriculture in connection with its co-operative extension work, and the third that by the Federal Board for Vocational Education.

The Bureau of Education explained orally that the total of expenditures does not include a considerable amount expended in educational work by the United States Public Health Service of the Department of the Treasury and the salaries of Army and Navy officers in the various schools of these departments.

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After weathering, transmission power stays constant

All glasses, from exposure, lose some of their ability to transmit visible and invisible light. This phenomenon is called "solarization." This process diminishes some of the transmission ability of Vita Glass during the first few weeks, but after that its transmission power stays constant and is more than ample to bring indoors a sufficient volume of ultra-violet rays for every health



purpose. This has been proven conclusively by all experiences and tests with Vita Glass over a period of years.

Biological tests conducted under the auspices of the Council on Physical Therapy of the American Medical Association prove that, even in winter, Vita Glass admits a sufficient amount of ultra-violet rays to prevent the development of rickets—that dreaded and common disease of childhood. Furthermore, the general health effects were such as to show a material gain in weight under Vita Glass as compared to ordinary glass.

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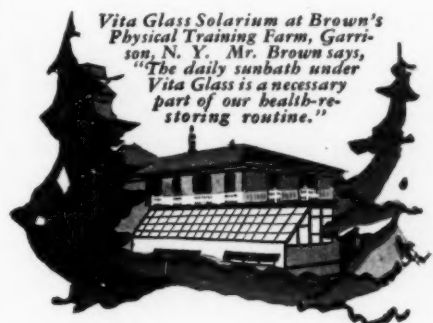
School children, in Smethwick, England, who in a ten months' test increased their height and weight notably and decreased absences due to illness 40 per cent.

Fathers, mothers and children in their homes, who are enjoying the tonic, invigorating effect of Vita Glass, just as

much today as they did two years ago when it was first installed.

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News of the Month

Quality of Teaching Improves in Colleges

"Encouraging" interest in the improvement of the quality of teaching in colleges is indicated by an informal investigation of seventy-four higher institutions of education, it was stated January 10 at the Bureau of Education, Department of the Interior.

One of the principal grounds for the assertion that "the poorest teaching in the world is found in the colleges" has probably been the lack of supervision, the Bureau said. It points out that where comprehensive supervision by administrators is absent, the opinion by students often affects the judgment by the administrator of the teacher's quality of work, and suggests that expert supervision "by nature and trained persons belonging to his own craft would be more acceptable to the college instructor."

The Bureau explains the steps that have been taken recently by institutions of higher education in various states to improve teaching.

New York Deans of Women Elect New Officers

Dr. Sarah M. Sturtevant, professor of education, Teachers College, Columbia University, was elected president of the New York State Association of Deans of Women at the state conference held December 3 at Columbia University. Mrs. Meta B. Steinhausen, dean of Washington Junior High School, Rochester, was elected vice president; Louise E. Flagg, dean of New Rochelle High School, New Rochelle, was elected secretary; and Margaret Fletcher, State Normal School, New Platz, was elected treasurer.

Buenos Aires Offers Boys Vocational Guidance

A description of the bureau of vocational guidance in the city of Buenos Aires, has just been issued by the Pan-American Union. This bureau is probably the only one in South America.

Argentine educators follow with great interest all the newer educational movements in Europe and the United States, and for some time have been impressed by the need for overcoming the tremendous economic waste and mental dissatisfaction caused by occupational maladjustment

and the consequent prevalence of labor turnover in industry.

About the middle of 1926, Dr. Antonio Sagarna, Secretary of Justice and Public Instruction, established in Buenos Aires the bureau of psychological training and vocational guidance, with the double purpose of training psychological technicians and of helping young people to choose the type of work best suited to their capabilities and to the needs of the country.

The director of the bureau, Dr. Carlos Jesinghaus, is familiar with similar institutions in Europe and the United States, and combines in the program of the bureau, the varying, but not mutually exclusive, systems of guidance based on objectively determined qualities and on the vocational preference of the individual.

Taking the vocation selected as a starting point, the boy is interrogated as to his reasons for choosing it and the kind of work he likes to do both in school and at home. His school record is examined; he is given a physical examination—which sometimes reveals immediately radical defects of eyesight or others—as well as mental and special aptitude tests, and on the basis of these factors his fitness for the chosen work is determined.

The bureau endeavors especially to take into account the national economic situation and is entering into close relations with employer and labor groups so that it may act efficiently as an employment registry and at the same time direct young people away from overcrowded occupations. A special effort is also being made to interest teachers in the problem of vocational guidance, and its success is attested by the fact that in at least one school the teachers are definitely laying emphasis on vocational guidance in connection with their regular work.

Chicago Appoints Safety Director for Schools

A full-time director of safety has been appointed by the Chicago Board of Education, the Bureau of Education, Department of the Interior, stated orally on January 24.

In addition to providing safety education for more than 500,000 pupils, it was said, duties of the new director include promotion of increased playground facilities, traffic reform, and an extensive campaign to enlist public interest in the work.

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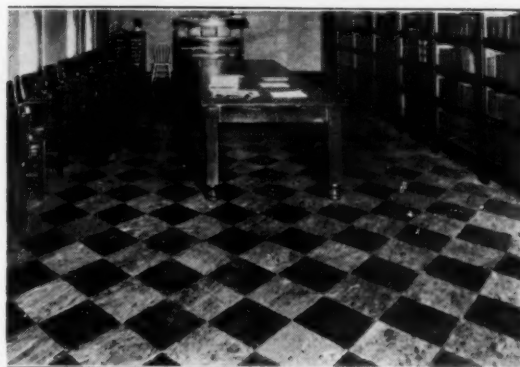
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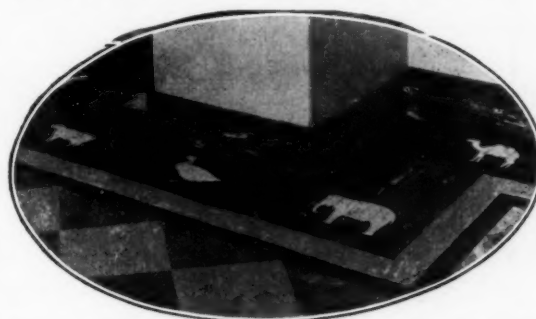


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In the Educational Field

DR. L. B. McMULLAN, formerly head of the department of education, University of Kentucky, is now president of the new state teachers college, Billings, Mont. He was formerly president of the state teachers college, Flagstaff, Ariz.

FRANCIS MALCOMB of Shelburne, Vt., recently assumed the position of superintendent of schools for the towns of Rockingham and Westminster, Vt., succeeding C. L. ERWIN.

RAY ROSHON, formerly superintendent of schools, Circleville, Ohio, was recently elected superintendent of schools, Adena, W. Va., succeeding M. L. DENNIS.

CHARLES SMITH has been named principal of Delphi high school, Delphi, Ind., to succeed VIRGIL STEINBAUGH, who assumed the duties of Indiana state high-school inspector, January 1.

E. G. HEIKEN has been elected principal of the high school at Cherryvale, Kan. HOWARD E. GILL is principal of the junior high school.

J. E. BECK was recently elected principal of the Barret Manual Training High School, Henderson, Ky., succeeding T. B. SPORING.

DANIEL MERSHON GARRISON, dean of St. John's College, Annapolis, and for five years head of the department of mathematics of the U. S. Naval Academy, died in late December.

JOHN E. WADE, district superintendent of New York City, has been appointed associate superintendent of schools to succeed the late DR. EDWARD W. STITT.

MABEL ELEANOR STONE recently resigned as principal of Chatham Episcopal Institute, near Danville, Va.

FREDERICK CHARLES HICKS recently announced his retirement as president of the University of Cincinnati.

JOHN A. SEXSON, superintendent of schools at Bisbee, Ariz., has been elected to the superintendency of Pasadena, Calif.

FRED M. HUNTER, superintendent of schools, Oakland, Calif., has recently been made chancellor of the University of Denver and tendered his resignation, effective July 1. He will be succeeded by WILLARD E. GIVENS, superintendent of schools, San Diego, Calif.

MARY C. BAKER has been appointed dean of women at Fresno State College, Fresno, Calif. In addition to her work as dean she will be a member of the department of education.

W. L. COFFEY, former superintendent of public instruction of Michigan, was recently appointed dean of the College of the City of Detroit. He assumed his new duties February 1.

ANDREW P. HILL, assistant superintendent of schools, San Jose, Calif., has been named to head the division of schoolhouse planning for the re-organized California State School Department.

DR. JAMES E. COONS has been elected president of Iowa Wesleyan College, Mt. Pleasant, and entered upon his duties January 1, succeeding DR. U. S. SMITH, resigned. Dr. Coons was formerly instructor and lecturer at the school of theology, Boston University, Boston.

DR. A. F. HARMON, county superintendent of education of Montgomery County, Ala., resigned January 1, to accept a position with the Alabama State Department of Education. He will be temporarily succeeded by T. L. HEAD, assistant county superintendent of education.

DR. GEORGE D. STRAYER and DR. N. L. ENGELHARDT are being assisted in the work of the Florida Educational Survey by members of the faculty of Teachers College, including DIRECTOR R. J. LEONARD, PROFS. W. C. BAGLEY, M. B. HILLEGAS, E. S. EVENDEN, CARTER ALEXANDER, and PAUL R. MORT.

FRANCIS L. BACON, formerly assistant superintendent of secondary education, Newton, Mass., recently accepted the positions of principal of Morton high school, Cicero, Ill., and president of the Morton Junior College, a township educational project in the towns of Stickney, Berwyn, Riverside, and Cicero, Ill.

M. CHANNING WAGNER, principal of the high school at Wilmington, Del., has been elected president of the Delaware Education Association, to succeed W. H. JUMP.

ANDREW THOMAS SMITH has resigned his position as principal of the State Teachers College, West Chester, Pa., because of ill health. He has been succeeded by LESTER K. ADE of the faculty as acting principal.

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JOHN C. DAVIS, superintendent of schools, Needham, Mass., was recently chosen for a similar position at Revere, Mass., succeeding WILLIAM C. MCGINNIS, who resigned several months ago. Mr. Davis entered on his duties February 1.

RICHARD O. JOHNSON, for thirty years superintendent of the Indiana State School for the deaf, Indianapolis, and widely known in educational circles, died early in January.

GILBERT S. WILLEY was recently named superintendent of schools, Trinidad, Colo., succeeding H. M. CORNING, who was elected to that position at Colorado Springs. Mr. Willey, in addition to his duties as superintendent, will be director of the Trinidad Junior College.

RAYMOND R. HUTCHINS, principal of Franklin school, Santa Barbara, Calif., was recently appointed to the position of director of research of the city school system.

DR. FRANK AYDELOTTE, president of Swarthmore College, has been elected a trustee of the World Peace Foundation.

SUSAN M. DORSEY has been re-elected superintendent of the Los Angeles city schools. Mrs. Dorsey began her ninth year as superintendent and her thirty-second as educator in the schools of Los Angeles on January 1.

JOHN A. BRYSON, for six years principal of the Sutter Creek high school, Sutter Creek, Calif., recently became principal of the Carpenteria high school, Carpenteria.

E. E. WAHRENBROCK, for several years head of the science department of the Hanford high school, Hanford, Calif., has assumed the duties of principal of the Parlier high school, Parlier.

HERMAN HENRY WAHLERT, assistant superintendent of schools, North Bergen, New Jersey, died suddenly at School No. 5, North Bergen, January 10.

DR. GRENVILLE C. EMERY, former master of the Boston Latin School, founder of the Harvard School, Los Angeles, and more recently head of the West Coast Military Academy, Palo Alto, Calif., died recently.

ARTHUR S. GIST, principal of the Frick School, Oakland, Calif., has been appointed director of practice teaching, State Teachers College, San Francisco, and principal of the Frederick Burk School in connection with the college. He will assume his new duties in September.

AUSTIN H. FITTS, former superintendent of schools, Norwood, Mass., was recently appointed president of Webber College, Babson Park, Fla.

DR. JOHN ROSCOE TURNER recently resigned as dean of the Washington Square College of New York University to succeed DR. F. B. TROTTER as president of West Virginia University.

HARRY B. WILSON, superintendent of schools, Berkeley, Calif., recently tendered his resignation to the board of education, and resigned January 31, after almost ten years of service.

NELLIE M. SEEDS was recently appointed head of the Manumit School, Pawling, N. Y.

N. D. BAKER, county superintendent of schools, Jefferson County, Alabama, recently accepted a position with the Alabama State Department of Education.

LOWRY S. HOWARD, head master of the Menlo School, Menlo Park, Calif., returned to the school recently after five years' absence spent largely in university and public school work.

ENOCH C. DYRNESS recently was appointed acting dean, Wheaton College Academy, Wheaton, Ill., succeeding EDWARD R. SCHELL, dean.

EDWARD F. HOHN, principal of the Bisbee Senior High School, Bisbee, Ariz., for the past four years, recently tendered his resignation, effective with the close of the school term in June.

CHARLES H. ENGLISH, formerly supervisor of playgrounds, Chicago, is now director of the Philadelphia Playground Association.

JAMES G. SIGMAN is principal of the new Gillespie Junior High School, Philadelphia.

MANFRED L. WARREN, for the past four years principal of the Brunswick, Me., high school, has been appointed to succeed BION C. MERRY as principal of Lexington High School, Lexington, Mass.

BION C. MERRY, principal of Lexington High School, Lexington, Mass., recently resigned to become superintendent of schools, Wareham, Mass.

PEARL MILNER was recently named principal of the Walteria School, Los Angeles.

REV. W. D. F. HUGHES recently succeeded WILLIAM L. HENRY as head of the Cathedral Choir School, New York City.

GEORGE W. HOGG, superintendent of schools, Washington district, Marietta, Ohio, has resigned and his unfinished term will be completed by J. D. GARRISON of Marietta.



***275 EMBOSSED BUTTER CHIP**

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First Aid Prophylactic and General Antiseptic Use

Mercurochrome stains as Iodin does, and it is the stain of Mercurochrome, as it is of Iodin, that shows just where and how effectively the germicide has been applied; it fixes the bactericidal agent in the field for a relatively permanent period which prolongs the asepsis or the sterilizing effect, and it provides for demonstrable penetration into the tissues beneath the superficial surfaces. Inasmuch as Mercurochrome is definitely proved an extremely efficient general antiseptic, it is only reasonable to consider it the successor to Iodin in this field, as it is free from the objectionable features of Iodin, for

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*Please send me Mercurochrome Applicator Bottle for
personal use.*

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Business Address

DR. C. J. DUFOUR, formerly superintendent of schools, Alameda, Calif., is now assistant professor of history, San Diego State Teachers College.

WILLARD L. HUBERT, formerly principal of the Pacific Beach School, San Diego, Calif., recently sailed to Pago Pago, Samoa, where he will assume his new duties as superintendent of schools of Samoa.

ALICE L. MAHONEY was recently appointed principal of the Berryman High School, Los Angeles.

DR. PERCY M. HUGHES, superintendent of schools, Syracuse, N. Y., for the past seventeen years, died suddenly January 16 at Syracuse.

MARY A. MARTIN was recently elected principal of the San Jacinto elementary school, Galveston, Tex., succeeding MARY I. WALKER, resigned.

LEVI BURNSWORTH was recently appointed principal of Lincoln High School, Lincoln, Ind., to succeed A. E. BOTKINS, resigned.

DOYLE R. LEATHERS, senior master, Gettysburg academy, Gettysburg, Pa., has resigned to accept a similar position at the Pawling School, Pawling, N. Y. He will complete the present school term at Gettysburg.

ROBERT E. CRALLE was recently appointed principal of the new Westwood High School, Westwood, Calif.

W. B. GATES has been named principal of Blackstone College for Women, Blackstone, Va., succeeding HORWOOD P. MYERS.

EUGENE FOSTER, formerly principal of the Shafter elementary school, has been named superintendent of schools, North Sacramento, Calif.

Michigan Plans Nature Study Project

A nature study project involving a special study of common birds and insects for seventh-grade pupils and a similar study of trees, flowers, and weeds for pupils in the eighth grade is in preparation by the department of public instruction of Michigan, for use in rural agricultural schools.

The work will combine home and school activities and may be correlated with regular courses in English, geography, agriculture, and general science; it will be a pre-requisite for courses in botany and zoology. It is expected that the course will be given by regular teachers, supervised by the teacher of agriculture.

Central States Private School Association Meeting

The annual meeting of the Private School Association of the Central States will be held at the La Salle Hotel, Chicago, March, 16-17, under the presidency of A. G. Santer, Milwaukee Country Day School, Milwaukee. The Friday meeting will consist of round table discussions for three groups; Lower Schools, Boarding Schools, and Day Schools. The dinner Friday evening will be addressed by Perry Dunlap Smith of the North Shore Country Day School, Winnetka, Ill., who will describe the International Educational Conference held at Lacarno, Switzerland, in 1927.

At the Saturday morning session the following educators will speak: Henry Pennypacker, Harvard College; Morton Snyder, Secretary of the Progressive Education Association; Prof. Gordon Laing, University of Chicago; and Dr. Alexander Meiklejohn, University of Wisconsin. At this session there will also be a discussion of Athletic Eligibility Rules by Col. E. C. Chambers of Culver Military Academy, Culver, Ind.

Rural High Schools Develop Shop Work

Development of industrial education courses in rural districts has been made possible by the growth of consolidated and union high schools, the specialist in industrial education for the Bureau of Education, Maris M. Proffitt, stated on January 12.

The growth of consolidated and union high schools during the past two years has given a decided impetus to the development of industrial school courses in the rural districts.

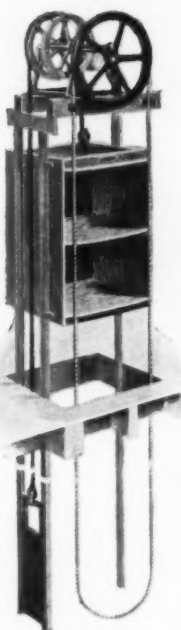
Larger enrollments per school, together with the increased amount of money available for physical equipment, make it possible for the first time to offer shop work to pupils in many rural communities. Some of these consolidated schools have erected a separate shop building and have installed equipment for types of work best suited to meet the needs of the community.

The industrial work in these schools usually include a course in farm mechanics for projects in simple construction work and repair jobs connected with farm buildings, farm machinery and tools, operation and maintenance of gas engines, harness repair, electricity as used on the farm, and painting.

In addition there is usually provided an elementary course in manual arts, frequently on the general shop plan, to serve the explanatory and developmental objectives of general education.

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DUMB WAITERS AND ELEVATORS



Type "F D C G"

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Other Sedgwick Outfits are suitable for other requirements.

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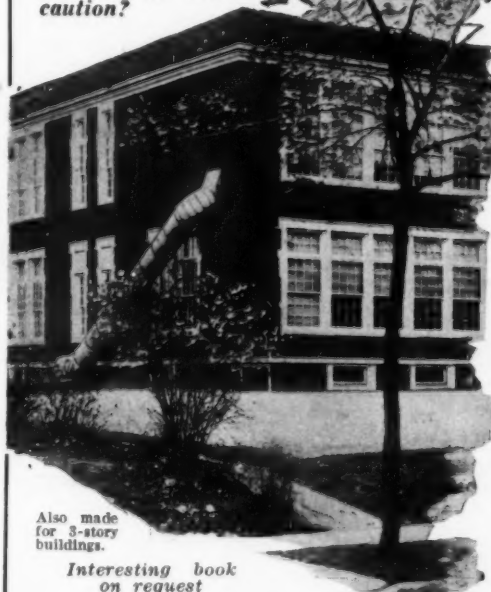
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Lifts, Etc.

Regrets NEVER SAVED A LIFE OR SOOTHED A GRIEF STRICKEN MOTHER

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miss the patter
of little feet meet
you and say, you
took every pre-
caution?



Also made
for 3-story
buildings.

Interesting book
on request

POTTER MFG. COMPANY
1861 Conway Building

In case of a
school fire why
send children to
the center hall-
ways or crowded
outside stairs
where panic
causes more
deaths than even
fire, when they
would be safe
from either by
coasting a way
from fire and
smoke down a

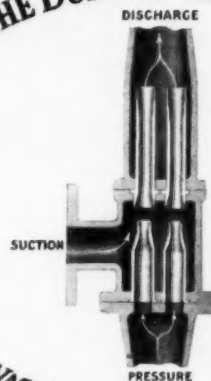
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Four schools in
Nebraska alone
had fires. The
pupils escaped
safely through
Potter Tubular
Slides.

Hundreds in
use in 38 states,
some for the
past 15 years.
The only fire
escape (with
service rec-
ords) approved
by the Under-
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VACUUM PRODUCING ELEMENT

The Dunham Exhauster, operating on the jet or ejector principle, possesses the highest efficiency of any vacuum producing element practical for use in a high vacuum pump. It is in fact the only device of its kind that enables today's high vacuums to be successfully maintained. It contains no moving parts, is not subject to appreciable wear, and its efficiency is uniform under all conditions likely to be encountered in a heating system.

An Essential Requirement of Modern Vacuum Heating

VACUUM return line systems of heating, which have been standard for a number of years, require a vacuum producing element with capacity not much in excess of ten (10) inches of vacuum. Sub-atmospheric heating, now becoming standard, has made a new demand and requires a pump capable of producing and maintaining high vacuums up to twenty (20) and twenty-five (25) inches.

The Dunham Vacuum Pump, utilizing the Dunham Exhauster or Vacuum Producing Element, meets today's needs. The high air capacity claimed for pumps of the turbine type, measured through orifice plates, does not meet these high vacuum demands because air is only a small part of the load such a vacuum pump must handle. *Condensable gases must also be handled.* The only known method by which this may be done is by drawing these gases into the water stream, thereby condensing them, thus turning a troublesome factor into a means of creating still higher vacuums.

Pumps of the turbine type, because of the very nature of the turbine principle, cannot absorb the vapors and are not capable of making use of these condensable gases.

The Dunham Exhauster, operating on the jet or ejector principle, possesses the highest efficiency of any vacuum producing element practical for use in a high vacuum pump. It is in fact the only device of its kind that enables today's high vacuums to be successfully maintained. It contains no moving parts, is not subject to appreciable wear, and its efficiency is uniform under all conditions likely to be encountered in a heating system.

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DUNHAM
This nameplate identifies
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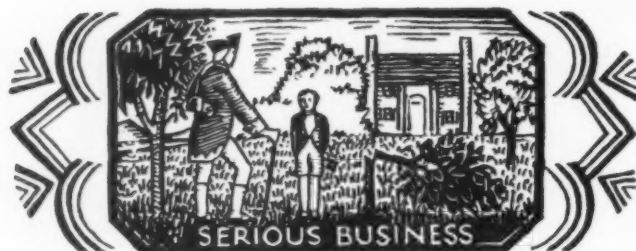


Over seventy branch and local sales offices in the United States, Canada and the United Kingdom bring Dunham Heating Service as close to you as your telephone. Consult your telephone directory for the address of our office in your city. An engineer will counsel with you on any project.

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DUNHAM BUILDING

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From Competent Authority

A thought for readers of The Nation's Schools

INDUSTRY today is itself a technical school from which its leaders are constantly broadcasting messages of value to those who must depend upon it for the materials and the facilities of their profession. These messages are to be found in the advertising pages of magazines like *The Nation's Schools*. And these messages are as timely and as important, for the most part as is the editorial material in connection with which they appear. In fact, the publisher and the editor today, as well as the reader, take as much pride and interest in the advertising as in the editorial content of the magazine for which they are responsible. And the manufacturer himself through his advertising manager or agent, is awake to his opportunity and is making his advertising colorful, useful and helpful. For instance, the following excerpts from advertising pages in this issue of *The Nation's Schools*, contain worthy suggestions for administrators:

"From the early and virile days of the Roman republic has come down the ideal of modern education, 'a sound mind in a sound body.' Recognizing the importance of school equipment to the minds and bodies of pupils, present day administrators give particular attention to swimming pools, showers, and washrooms."

"The tendency of the average school desk is to force the pupil to twist in the seat and to face the light. These disadvantages tend toward the development of spinal curvature—defective eyesight—nervous disorders."

"Vacuum return line systems of heating, which have been standard for a number of years, require a vacuum producing element with capacity not much in excess of ten (10) inches of vacuum. Sub-atmospheric heating, now becoming standard,

has made a new demand and requires a pump capable of producing and maintaining high vacuums up to twenty (20) and twenty-five (25) inches."

"Noise is a continually irritating factor in schools. It disturbs concentration and is a strain on the nerves. More than one sensitive youngster has failed in his school work because of this. And noise is equally hard on teachers, for it distracts their attention and wears down their patience."

"Great, indeed, is the responsibility of those who select flooring for a school. The health of children and teachers is at stake. Public moneys must be well spent. What flooring material meets these vital requisites?"

"Proper planning considers such problems as fuel consumption, radiation and weight of construction from

the standpoint of low first cost as well as lowered maintenance costs and so specifieswhich can be insulated to any degree, and waterproofed."

"Nothing ever quite satisfactorily takes the place of all linen damask for table wear. All linen damask can be easily washed free of stains, which result cannot be obtained with any fabric containing cotton. All linen damask gives that pleasing attractive appearance to your dining room table which cannot be equaled by any other fabric."

"Today, any school can have a cafeteria that fits its requirements in every way. It will be designed by men whose experience makes them authorities in the educational field. It will be planned to meet the precise needs of the school, environment, community, etc."

Only those offering approved products or services for schools
are invited to use the advertising pages of
THE NATION'S SCHOOLS

*Their health
records are
good . . .
year in & year out*



*because the floor beneath
their feet is warm, dry, resilient, clean*

Great, indeed, is the responsibility of those who select flooring for a school. The health of children and teachers is at stake. Public moneys must be well spent.

What flooring material meets these vital requisites? Hundreds of schoolboards have found the answer in Northern Hard Maple.

Northern Hard Maple is warm and dry. It provides a cushioning effect beneath the feet. Reduces fatigue. Cuts down absences due to sickness.

This unique flooring material, moreover, is remarkably tough-fibred and tight-grained. Will not

sliver, splinter, or develop ridges when subjected to the pounding and friction of youthful feet. Maple actually outwears stone!

And because of its permanent smoothness, Northern Hard Maple is the easiest of all flooring materials to keep clean—offers no open lodging places for germ-laden dust and dirt.

Here, then, is the one flooring material that combines health with ultimate economy—providing, at the same time, easy installation and firm anchorage for desks. Consult your architect about the use of Northern Hard Maple Flooring.

Maple Floors in Color

By a scientific process recently developed, hard Maple Flooring is now made to take a variety of beautiful, lasting color finishes—opening up entirely new possibilities for attractive decorative effects. Standard finishes as follows.

EARLY AMERICAN, SPANISH BROWN, AUTUMN BROWN, SILVER GRAY, DOVE GRAY, ROYAL BLUE, PASTEL GREEN, ORCHID, SEAL BLACK, NATURAL

Write for free booklet, "The New Color Enchantment in Hard Maple Floors."

*Let our Service and Research Department assist you
with your flooring problems. Write us.*

Floor with Maple

Guaranteed Floorings

The letters **MFMA** on Maple, Beech or Birch flooring signify that the flooring is standardized and guaranteed by the Maple Flooring Manufacturers Association, whose members must attain and maintain the highest standards of manufacture and adhere to manufacturing and grading rules which economically conserve these remarkable woods. This trade-mark is for your protection. Look for it on the flooring you use. **MFMA**

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Asbestos curtains,
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Stage scenery for your
Auditorium stage.

Twenty years of experience in equipping High Schools has placed us in a position to know the particular requirements for your stage.

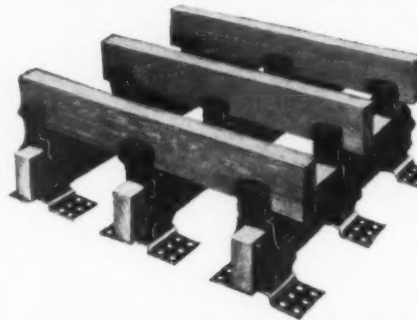
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The isolation of sound waves by the Stevens method is a proven engineering success. The mere filling of walls, ceilings and floors with any one or a combination of sound absorbing products, has failed to satisfactorily solve noise problems. Stevens Sound-Proofing devices and scientifically proved methods, which include necessary changes in ventilation flues, are so effective that even the operation of bowling alleys beneath playhouses is no longer considered an impossible combination.

Our engineering department will cheerfully advise with you, without the least obligation.

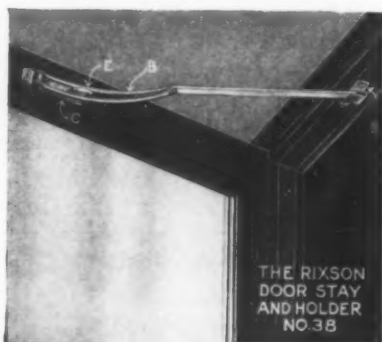
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ENTRANCE DOORS TO PUBLIC BUILDINGS, room doors opening against brick reveals, etc., require the protection this device affords.

The curved spring arms furnish a shock absorbing action when the door is opened, relieving the strain on the hinges. A serious factor where chains or other means are used to hold the doors.

MADE IN TWO STYLES.

NO. 38 ONLY HOLDS THE DOOR OPEN WHEN A THUMB-PIECE "E" IS TURNED.

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We produced the first steel desk and other school furniture made of sanitary steel. Our products are still in the lead for sanitation and correct posture.



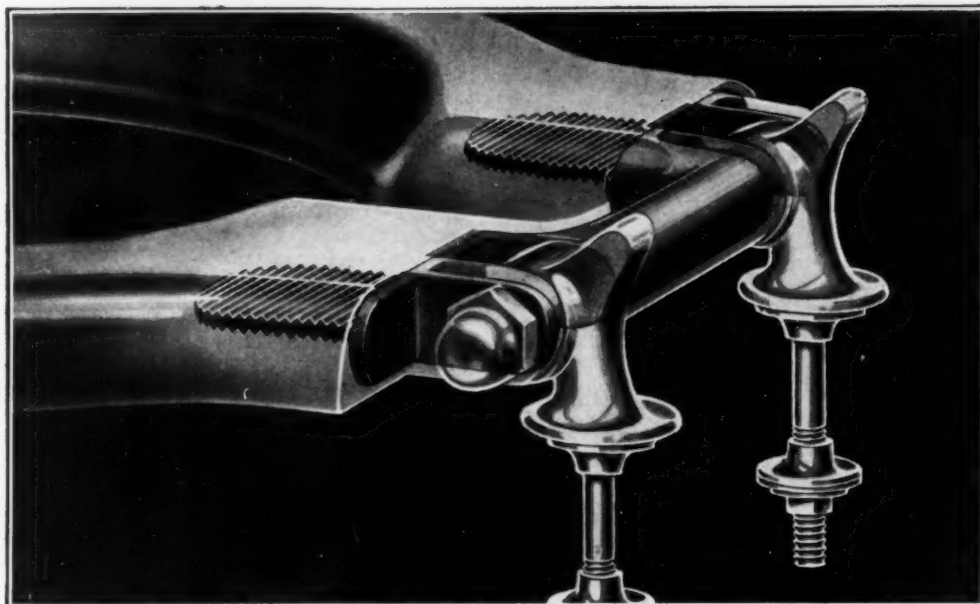
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Seat and Hinge Now One Unbreakable, Solidified Unit!

An Exclusive Whale-bone-ite Feature



The new Whale-bone-ite hinge is part of the seat itself, being actually molded in one operation as an integral part of the seat. Re-inforced by a metal die-cast, one-piece insert, it is covered with highly polished Whale-bone-ite embodying the same strength and finish as the surface of the Seat.



Seat shown is Model 18-598.
Phantom view gives details of construction.

THE makers of the Whale-bone-ite Seat have perfected a new hinge which brings a new standard of sanitation, strength and beauty to this finest of closet seats. This Whale-bone-ite Hinge brings strength to the weakest part of a closet seat—where seat and hinge are joined together. It makes both the seat and hinge one unbreakable solidified unit, impervious to moisture, absolutely non-corrosive. And because the surface is of Whale-bone-ite, this hinge will keep its highly polished surface under the most severe conditions of use.

Any model of closed or open back Whale-bone-ite Seats may now be obtained with this new hinge. Guaranteed for the life of the building. This new Whale-bone-ite feature makes this seat more than ever the logical choice where long life and unfailing service are desired.

WHALE-BONE-ITE TOILET SEAT

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*Strong Steel Frames
Electrically Welded*



This is the type of Dish Wagon now used in most of the public restaurants for service between Dining Room and Kitchen. It is made in different sizes, with various shelf and tray arrangement. It turns in small space, is moved easily and without noise.

Built to Meet School Needs

If your requirements demand a certain number of shelves, and a particular division of trays, this can readily be secured in Jarvis & Jarvis, Inc., Service Wagons. Write stating your wants.

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Oakite Service Men, cleaning specialists, are located in the leading industrial centers of the U. S. and Canada

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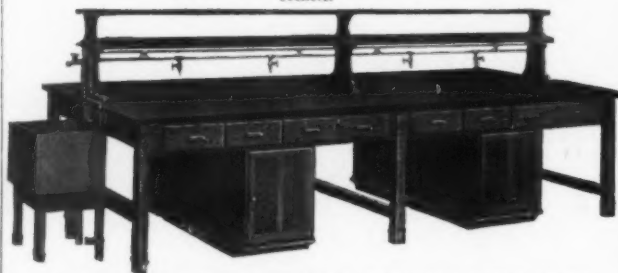
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VAN Engineers who have designed many of the largest school cafeterias in the country have also concentrated on small installations that serve as models for what can be done where budgets are limited and available space is small.

Today, any school can have a cafeteria that fits its requirements in every way. It will be designed by men whose experience makes them authorities in the educational field. It will be planned to meet the precise needs of the school, environment, community, etc. The equipment will be Van Equipment—economical the first day it is installed and every day after that.

You owe it to yourself, your students and your community to investigate Van Cafeterias. Inquiries are invited—without obligating you in any way.

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ILLUSTRATED here is the Van Cafeteria of the Mansfield Senior High School, Mansfield, Ohio. This is an example of a large and efficient school installation.





16th District School No. 2,
Milwaukee, a fine example
of a modern school embody-
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Young America deserves more Firesafe Schools

WHEN the National Committee for Chamber of Commerce Cooperation with Public Schools and the American City Bureau completed its investigation of 7150 school buildings in 429 cities, these startling facts were disclosed.

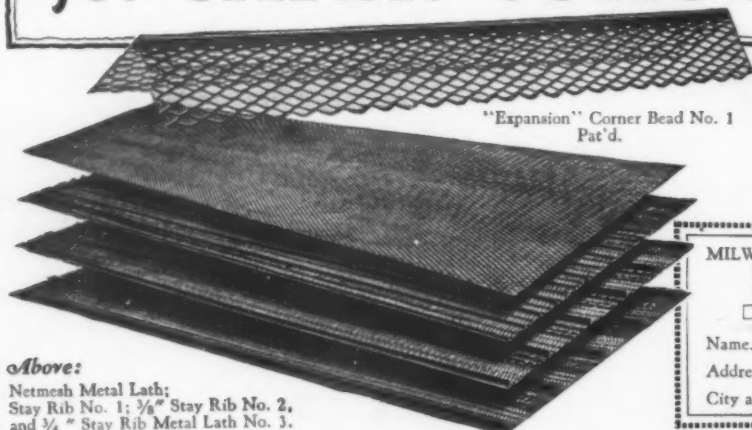
Only 5% of our schools are constructed entirely of fire resistive materials. 13% classify as semi-firesafe, with fire resistive construction in walls, floors, stairways, and ceilings, but with combustible flooring and roof construction over fire resistive ceiling. 17% are in the class that appear safe, with masonry walls, fire resistive corridors and stairways, but ordinary construction otherwise in floors, partitions, roofs and finish. 65% of our schools are unsafe with ordinary joist construction, combustible interior finish, many with wood foundations and roofs on which Fire thrives!

Architects who have opportunities to guide the designing and building of schools will find many products in the Milcor Line vitally important to safety. The new 96-page "Milcor Manual" will bring complete data to you. Shall we send it?

MILWAUKEE CORRUGATING COMPANY, Milwaukee, Wis.
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for SAFER SCHOOLS



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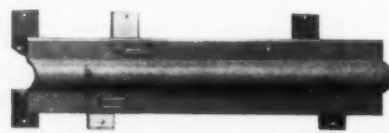
Netmesh Metal Lath;
Stay Rib No. 1; 3/8" Stay Rib No. 2,
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SPANISH METAL TILE
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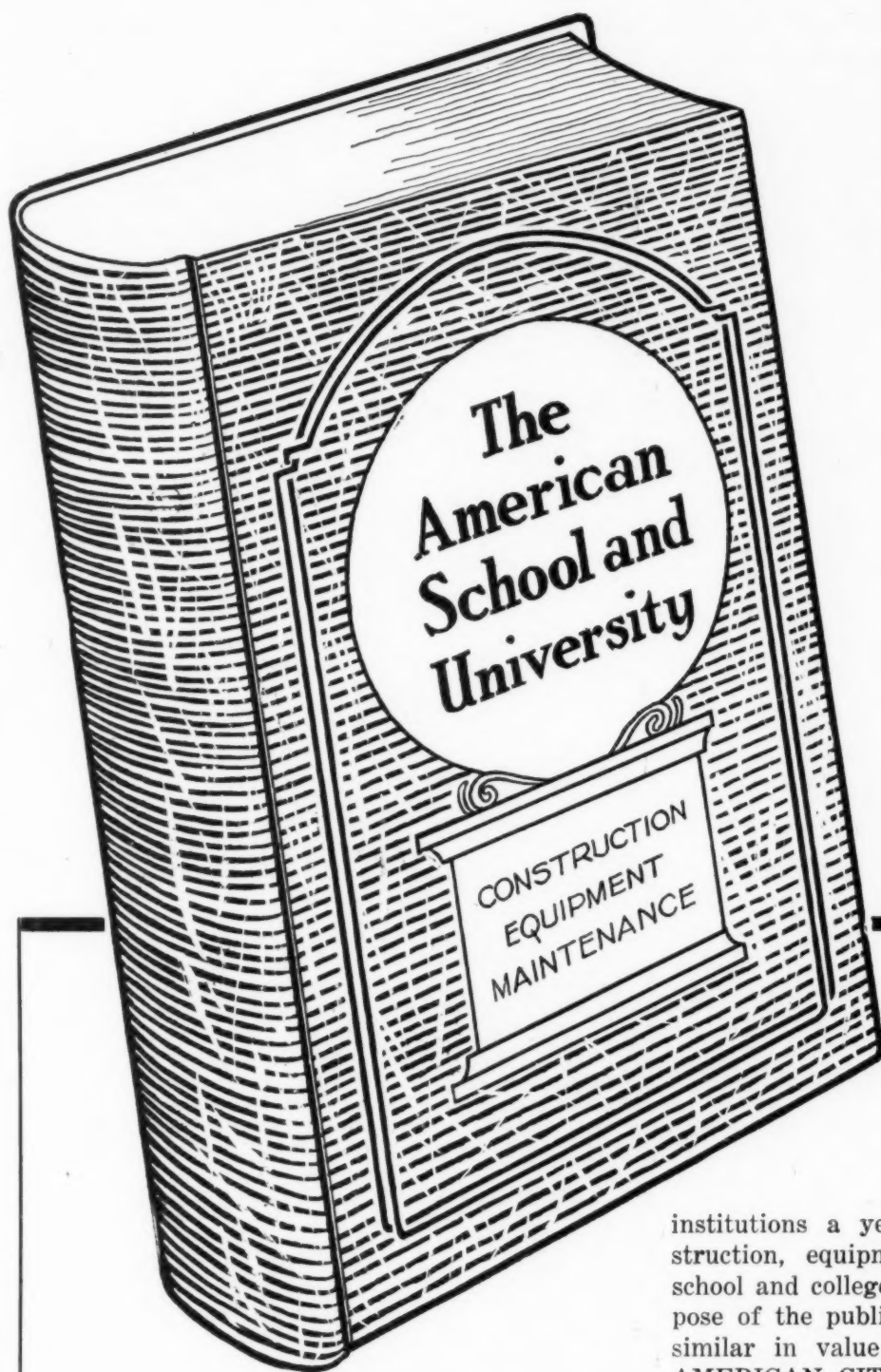
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Please send, without cost or obligation, "The Milcor Manual"
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City and State.....



THE American City Magazine Corporation of New York announces its purchase of the University Purchasing Guide, heretofore published by William A. James, Inc., of New Haven, Conn. This annual buyers' guide for those active in the purchase of educational equipment will be published in future under the name of **THE AMERICAN SCHOOL AND UNIVERSITY**. Its scope will be greatly enlarged, and valuable illustrated text matter will be introduced, in order to make available for all educational

institutions a yearbook covering the construction, equipment and maintenance of school and college buildings. It is the purpose of the publishers to make this annual similar in value and importance to **THE AMERICAN CITY'S** well known yearbook, **THE MUNICIPAL INDEX**, a 700-page volume in general use by leading purchasing officials in the municipal field.

Further particulars may be secured by those interested, by addressing:

American City Magazine Corporation

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Publishers of

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FINNELL ma-
chines for \$300

6000 square yards
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maintained for
1.2 cents per square
yard per year

and having

CLEAN School Floors

"Regarding our Finnell equipment, we have in use in the Pawtucket Schools several of your machines, which are used for scrubbing, waxing, polishing, and some of these machines have been in use three or four years.

"We have always found your machines to be very satisfactory both from a time and labor saving standpoint, and enabling us to maintain our floors in a clean and satisfactory condition.

"Our new High School building is fully equipped with Finnell equipment and we are able to keep the linoleum floors throughout this building in a very clean condition, with very little effort."

Yours very truly,
Walter G. Tilebiter,
Superintendent of School
Property, Pawtucket, R. I.

"This letter is to state that St. Vincent's College has purchased a Finnell Waxing-Polishing and Scrubbing Machine and the machine is giving great satisfaction and meeting all that the Company has guaranteed it to be in every respect and it gives me great pleasure to recommend the machine for its utility."

Yours respectfully,
M. J. Lesage, C. M.
St. Vincent's College
Cape Girardeau, Mo.



*It waxes
It polishes
It scrubs
It oils*

Saving Money in Pawtucket



PAWTUCKET schools have been commended by educators from all over North America—not only for educational excellence but for high standards of building maintenance. There are twenty-eight of them—among them the Pawtucket Senior High School, completed in 1927. It accommodates 1500 students, has 43 classrooms, besides auditorium, gymnasium, swimming pool and cafeteria.

Floors in the Pawtucket schools are kept clean and polished by 13 FINNELL Electric Floor Machines, which are moved from school to school as needed. The machines scrub wood, concrete and tile floors and wax linoleum floors.

Three men—one applying wax and two polishing with FINNELLS—can wax and polish 250 square yards of linoleum in an hour. Waxing them twice a year this amounts to only 1.2 cents a square yard each year—just as cheap, or cheaper than it would cost to sweep them. Consider the difference in preservation!

In the shower room, 1000 square feet of mosaic tile floor—in spite of many partitions—are scrubbed by one man in one hour with the FINNELL. Hand scrubbing would take at least three times as long.

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